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ABSTRACT

Based on data derived from Title I grant applications, end-of-project evaluation reports, as well as information from the Migrant Student Record Transfer System, this report is an evaluation of Wisconsin's migrant education programs (18 school year and 18 summer projects) which served 2,641 students in fiscal year 1979 with an allocation of \$916,875. Reported evaluation procedures required each Local Education Agency (LEA) to report their degree of effectiveness in meeting the needs specified in the Wisconsin state plan. The components evaluated include identification and recruitment of migratory students, instructional services and impact, support services, special needs, evaluation, parental involvement, interstate and intrastate cooperation, inservice activities, dissemination, and exemplary program components. This information is aggregated by the state office and supplemented by information unavailable to LEA's. Program expenditures and evaluation findings are listed for each of the 36 projects. Recommendations include that in the area of special needs the state office initiate a credit exchange program for secondary level migrant students in the summer of 1980, that bilingual education continue to be promoted, and that survival skills education be encouraged. (AN)

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TITLE I
MIGRANT EVALUATION REPORT

1978-1979

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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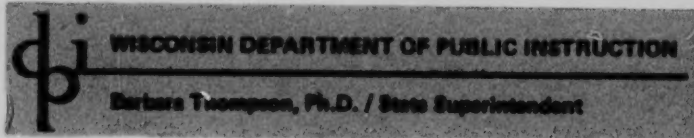
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Wisconsin Department of Public Instruction
Division of Management, Planning and Federal Assistance
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TITLE I
MIGRANT PROGRAM SUMMARY INFORMATION

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Program Characteristics

Years of Operation:

1967-1979

Number of Projects During 1978-1979:

Summer Projects	18
School Year Projects	18

Pupils Served 1978-1979:

Summer Projects	1,657
School Year Projects	984

Total Staff Personnel:

Summer Projects	248.45 F.T.E.
School Year Projects	52.76 F.T.E.

Estimated Expenditure for 1978-1979:

Summer Projects	\$676,304
School Year Projects	\$253,118

.

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INTRODUCTION

The passage of the Elementary and Secondary Education Act by Congress in 1965 enabled the Federal government to give direct assistance for public school education. As an integral component of that act, the Title I Migrant Program was designed to provide supplemental funding to State educational agencies in order to improve the academic skills and to meet the special educational needs of migratory children.

Accordingly, the State of Wisconsin has been charged with submitting to the Commissioner of the U. S. Office of Education a report "evaluating the effectiveness of programs and projects under Title I in meeting the special educational needs of participating children during the preceding school year and the following summer term."

Based on data derived from Title I Grant Applications, End-of-Project Evaluation reports, as well as information from the Migrant Student Record Transfer System, this report is an evaluation of the Migrant Programs in the State of Wisconsin which served 2,641 migratory students.

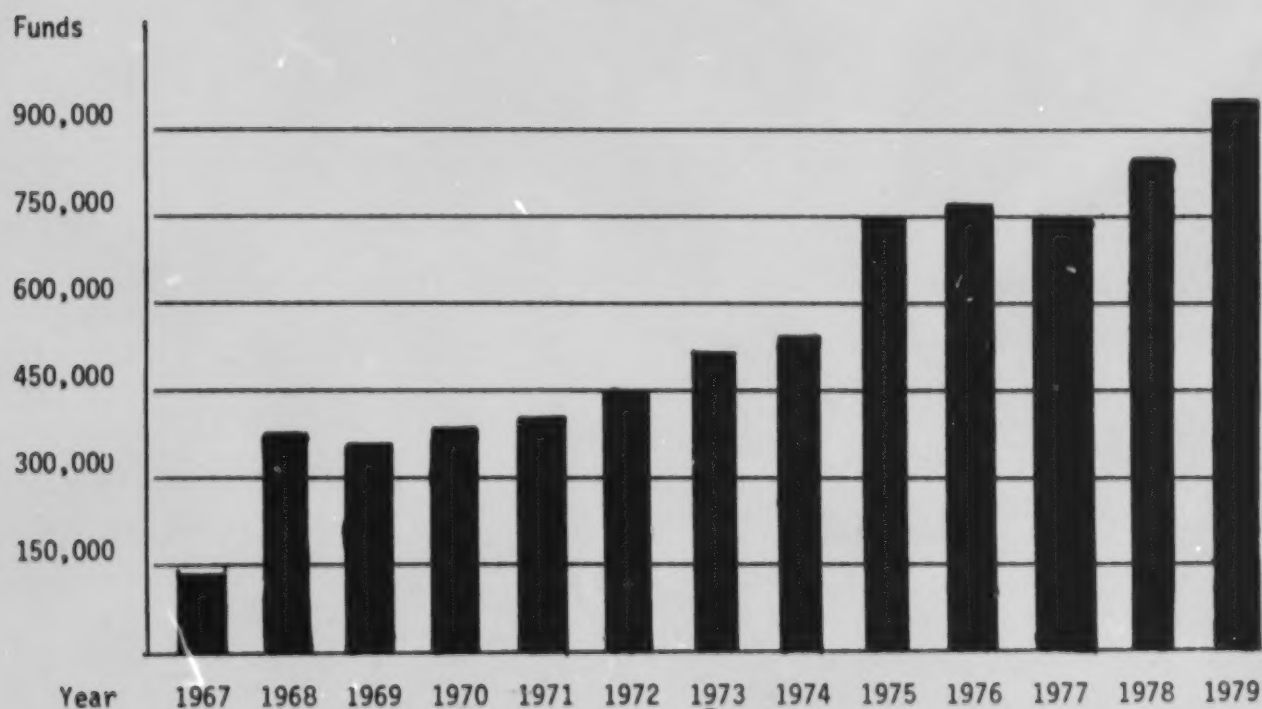
I

OVERVIEW OF THE MIGRANT PROGRAM

The primary purpose of the State of Wisconsin's Migrant Program, funded under Title I of the Elementary and Secondary Act, has been to improve and expand the academic skills of migratory children. Focusing on the development of reading, speaking, writing, as well as mathematical skills, the major thrust of Wisconsin's migrant program has been directed toward students in preschool through the sixth grade. In its efforts to meet its program goals and objectives, the operation of the State of Wisconsin's Migrant Program required an allocation of \$916,875 for 1978-1979, a substantial increase over the 1967 allocation of \$78,804.

(See Table 1)

TABLE 1
TITLE I MIGRANT PROGRAM ALLOCATIONS
1967-1978



PROJECT ADMINISTRATION

Administrative Unit

The principal responsibility for designing and implementing special programs and projects for migratory children within the State of Wisconsin rested with the Cooperative Educational Service Agencies (CESAs). As regional service centers - established by the Wisconsin legislature in 1965 - these agencies have proven to be an effective and efficient instrument for the administration of Title I Migrant Programs. With regard to the thirty-six projects which were operated in 1978-1979, nearly ninety per cent of these projects were administered under the auspices of four Cooperative Educational Service Agencies: CESA #3; CESA #9; CESA #13; and CESA #18. Two local educational agencies, Madison and Cedar Grove, administered the three remaining projects.

Project Duration

With the implementation of each project dependent upon the special educational needs of migratory children in each geographical area, the duration of each migrant project varied considerably. During the regular school year (August - May) 18 projects were initiated. One-third of these regular school projects were in continuous operation between the August - October to May time period. Eleven projects, which comprised about 60 per cent of the regular school year projects, were administered as Fall programs (August - December), while one project operated only during the Spring. In order to meet the academic needs of migratory children during the months of June, July and August, 18 summer projects were implemented in the State of Wisconsin. (See Table 2)

TABLE 2
TITLE I MIGRANT PROJECTS BY MONTHS OF OPERATION

	1977					1978							
PROJECTS	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June	July	Aug
School Year													
5	X												X
1			X										X
11	X				X								
1										X	X		
Summer													
18												X	X

II

EVALUATION OF WISCONSIN'S MIGRANT PROGRAM STATE PLAN

Included in the Migrant Education State Plan is a list of "Identified Needs and Objectives" which provide the framework for the operation of Title I Migrant Projects in Wisconsin. To insure consistent project operation, compliance with regulations, and the production of data needed for program planning and decision making all Title I Migrant Programs are evaluated.

Evaluation procedures require LEAs to report their degree of effectiveness in meeting the needs specified in the State Plan. The components evaluated include:

- 1.) Identification and Recruitment of Migratory Students
- 2.) Instructional Services and Impact
- 3.) Support Services
- 4.) Special Needs (e.g., career education, self-concept)
- 5.) Evaluation
- 6.) Parental Involvement
- 7.) Interstate and Intrastate Cooperation
- 8.) Inservice Activities
- 9.) Dissemination
- 10.) Exemplary Program Components

This information is aggregated by the state office and supplemented by information unavailable to LEAs. The next section of this report will present this information as it applies to the components listed above.

Review of Statewide Program Components

I. IDENTIFICATION, ENROLLMENT AND PARTICIPATION

- 1.1 Identify, locate and enroll eligible migratory students for participation in an educational program in the school districts where they may reside.*

Eligibility

Eligibility for student enrollment in the State of Wisconsin's Title I Migrant Program was determined on the basis of federal guidelines and information obtained from eligibility forms (see Appendix A). Through visitations by project recruiters, eligible migratory children were identified and parental permission was obtained for their enrollment in special education programs. Title I Migrant Programs in Wisconsin employed 17 recruiters with an F.T.E. of 13.4 for summer programs and 13 recruiters with an F.T.E. of 2.93 for academic year programs.

In order to qualify for enrollment, a prospective student had to meet current federal standards. According to these guidelines, a migratory child was defined as a person "whose parent or guardian is a migratory agricultural worker or a migratory fisher; and who has moved within the past twelve months from one school district to another...to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity." Three categories of migrant students were recognized as follows:

*Interstate - A migratory child whose parent or guardian is a migratory agricultural worker or migratory fisher and has moved within the past twelve months across State boundaries to enable

the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

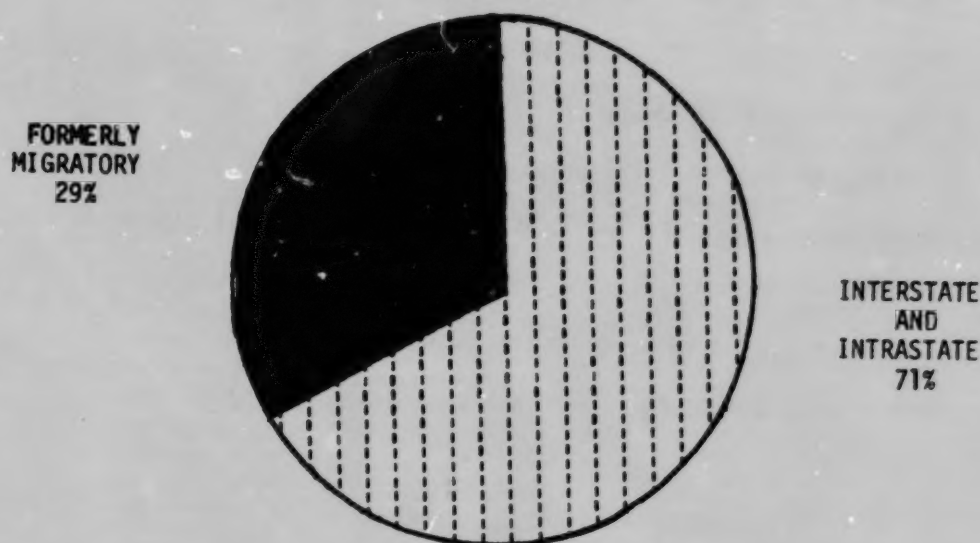
*Intrastate - A migratory child whose parent or guardian is a migratory agricultural worker or migratory fisher and has moved within the last twelve months from one school district to another to enable the child, the child's guardian, or a member of the child's immediate family to obtain temporary or seasonal employment in an agricultural or fishing activity.

*Formerly Migratory - A formerly migratory child whose parent or guardian decides to "settle" in a given community shall be eligible to participate in migrant programs for a period up to five additional years after the parents have settled-out.

Status

The students served by the 1978-1979 Migrant Program included 1,875 students (71%) who were either intrastate or interstate migrants, and 52 students (29%) who were considered as formerly migratory children (see Figure 1). During the 1978-1979 academic year, 984 migratory children participated in 18 migrant programs. Of the 984 students served in these projects, 631 students (64%) were classified as interstate or intrastate migrants, while 337 were formerly migratory children. In the summer term projects 413 formerly migrant students and 1244 students (75%) who were either intrastate or interstate migrants participated. Thus, a total of 1,657 migratory children were served in 18 summer projects. (See Section IV Project Evaluation Findings)

FIGURE 1
MIGRANT STATUS OF STUDENTS SERVED
1978-1979



The majority of the students who attended Wisconsin's special migrant programs participated in projects which served both interstate and intrastate migrants as well as formerly migratory children. Nine projects, however, served interstate and intrastate migrants exclusively, while only one regular school year project served only formerly migratory children. (See Table 3)

TABLE 3
NUMBER OF PROJECTS BY TYPE OF CHILD SERVED

PROJECT PERIOD	STUDENTS SERVED			TOTAL
	TRUE MIGRANT ONLY	SETTLED-OUT ONLY	TRUE MIGRANT AND SETTLED-OUT	
School Year	6 (33%)	1 (6%)	11 (61%)	18 (100%)
Summer	3 (17%)	0 (0%)	17 (83%)	18 (100%)
TOTAL	9 (25%)	1 (3%)	26 (72%)	36 (100%)

Age and Grade

The migratory students who received services from Wisconsin's Migrant Program ranged in age from 4 months to 19 years old. Table 4 indicates the grade level of participants for summer term programs.*

TABLE 4
MIGRANT STUDENT PARTICIPATION BY GRADE LEVEL

GRADE LEVEL	NUMBER OF STUDENTS
Pre - K	283
K	230
1	167
2	156
3	124
4	125
5	111
6	97
7	86
8	67
9	53
Senior High	113
Ungraded	10
Other	35
TOTAL	1,657

* Data not available for academic year programs

Attendance

During the academic year nearly 66 per cent of the students who participated in Wisconsin's Migrant Program received educational services on a typical day.

The average daily attendance for summer term projects was 70 per cent.

II. INSTRUCTIONAL SERVICES AND IMPACT

- 2.1 Professional staff and instructional aides with the necessary skills and sensitivity in the realms of bilingualism and multiculturalism will insure appropriate supplementary instruction.
- 2.2 Increase the migratory child's academic growth in language development.
- 2.3 Increase the migratory child's academic growth in mathematics.

Instructional Staff

In order to effectively meet the instructional needs of migratory students an F.T.E. staff of 116.58 teachers and 104.83 aides were employed. The operation of summer projects engaged 101 teachers and 82 aides for an F.T.E. of 174.5. Academic year projects employed 22 teachers and 40 aides which represents an F.T.E. of 46.83.

TABLE 5
INSTRUCTIONAL STAFF FOR MIGRANT PROJECTS*

POSITION	ACADEMIC YEAR		SUMMER		TOTAL	
	F.T.E.	NUMBER	F.T.E.	NUMBER	F.T.E.	NUMBER
Teachers	18.33	22	98.25	101	116.58	123
Aides	28.50	40	76.33	82	104.83	122
TOTAL	46.83	62	174.58	183	221.41	245

*Data based on End-of-Project Evaluation Reports.

Bilingual/Bicultural Staff

The instructional staff, of course, numerically exceeded all other groups: comprising 70 per cent of the summer program staff and 88 per cent of the staff for the regular school term. Of the 245 (see Table 5) teachers and aides who provided instructional services to migrant students in the 1978-1979 program almost 80 per cent were bilingual and/or bicultural. During the academic year programs 49 of the 62 teachers and aides were bilingual and/or bicultural. (See Table 6) During the summer program 146 of the 183 teachers and aides were bilingual or bicultural. (See Table 7)

TABLE 6

BILINGUAL/BICULTURAL STATUS OF ACADEMIC YEAR INSTRUCTIONAL STAFF

STATUS	STAFF		TOTAL	PER CENT
	Teachers	Aides		
Bilingual and/or Bicultural	19	30	49	79%
Neither Bilingual nor Bicultural	3	10	13	21%
TOTAL	22	40	62	100%

TABLE 7
BILINGUAL/BICULTURAL STATUS OF
SUMMER TERM INSTRUCTIONAL STAFF

STATUS	STAFF		TOTAL	PER CENT
	Teachers	Aides		
Bilingual and/or Bicultural	75	71	146	80%
Neither Bilingual nor Bicultural	26	11	37	20%
TOTAL	101	82	183	100%

Teacher/Pupil Ratio

Wisconsin's Migrant Program, which served 2,641 students in 36 projects, showed some variation in the ratio of the instructional personnel to the number of students served in each project. Some projects, such as the Madison and Racine academic year program showed teacher/pupil ratios exceeding 1 to 16, but the majority of academic year projects had a teacher/pupil ratio of 1 to 5 or less. Summer school projects had a teacher/pupil ratio which was most frequently between 1 to 6 and 1 to 10. (See Table 8)

TABLE 8
TEACHER/PUPIL RATIO OF TITLE I MIGRANT PROGRAMS

TEACHER/PUPIL RATIO	PROJECT TYPE		TOTAL
	School Year	Summer	
1/1 to 1/5	11	1	12
1/6 to 1/10	4	14	18
1/11 to 1/15	0	3	3
1/16 to 1/30	3	0	3
TOTAL	18	18	36

Mathematics and Language Instruction

In order to meet the academic needs of migrant students migrant programs in Wisconsin provided instruction in the areas of mathematics and language. Language courses included oral language skills and bilingual education instruction along with more traditional reading and language arts courses. (See Tables 9 and 10)

TABLE 9

ACADEMIC YEAR PARTICIPATION IN MATH AND LANGUAGE

INSTRUCTIONAL SERVICE	NUMBER SERVED*	PER CENT OF TOTAL SERVED*
English as a Second Language or Bilingual Education	196	27%
Reading and/or Other Language Arts	458	65%
Mathematics	340	48%

*Data not available for 3 projects.

TABLE 10

SUMMER SCHOOL PARTICIPATION IN MATH AND LANGUAGE

INSTRUCTIONAL SERVICE	NUMBER SERVED	PER CENT OF TOTAL SERVED
Oral Language Skills	1,216	73%
Reading	1,201	72%
Mathematics	1,310	79%

Impact (i.e., achievement) measures for Title I Migrant Projects in Wisconsin are limited due to the general inapplicability of the models developed for the Title I Evaluation and Reporting System (TIERS). Impact information for individual projects can be found in Part IV, "Project Evaluation Findings". In an effort to collect and report impact information Wisconsin's state office has decided to use information based on the skills section of the Migrant Student Record Transfer System. (See Section V, Part 2)

III. SUPPORT SERVICES

3.1 Food, Health, and early childhood programs will be provided as necessary to eligible migrant students.

3.2 Provide transportation as necessary to eligible migrant students.

In compliance with Wisconsin's State Plan support services are made available to eligible migrant students to insure their ability to benefit from instructional services. The following tables indicate the supportive services offered by migrant projects in Wisconsin and the number of students who have participated in them. (See Table 11)

TABLE 11
PARTICIPATION IN SUPPORTIVE SERVICES

SERVICE	ACADEMIC YEAR	SUMMER SCHOOL
Health/Nutrition	125	1324
Social Work/Guidance	55	932
Attendance/Psychology		
Transportation	148	1280
Child Care (TMC)	30	258
Early Childhood	*	477

* Data not available from End-of-Project reports.

IV. SPECIAL NEEDS

- 4.1 *Special needs of eligible migrant students will be provided for in the areas of Survival Skills, and Vocational or Career Education.*
- 4.2 *In order to enhance migrant students self-esteem and social/emotional growth service will be provided in the areas of Fine-Arts and Physical Education.*

Wisconsin's State Plan mandates instruction in Title I Migrant Programs which will meet certain special needs of the migrant student. These needs are related to the migrant students development of the abilities and attitudes which will permit personnel growth, cultural pride, and upward career mobility.

The following table indicates the number of students who have received instruction in areas which provide the migratory student with some of the skills, training and information required to meet their special needs. (See Table 12)

TABLE 12
MIGRANT STUDENT PARTICIPATION IN SPECIAL NEEDS INSTRUCTION

INSTRUCTIONAL SERVICE	ACADEMIC YEAR	SUMMER SCHOOL
Vocational and/or Career Education	**	399
Physical Education	93	885
Fine Arts	138	1091
Survival Skills	**	805
Other (Drivers Ed., Science, Etc.,)	40	525

** Data not available

V. EVALUATION

5.1 *Conduct a State Evaluation Conference and a written annual evaluation report to examine the success of Wisconsin's Title I Migrant Program in meeting the needs of migratory students.*

The annual Title I Migrant Education Evaluation Conference took place on August 6, 1979 at the Green Lake Center in Green Lake, Wisconsin. Objectives, findings, and attendance at this conference can be found in appendix B.

Following the completion of their migrant project, program administrators were asked to comment on their satisfaction with selected aspects of project operations. Their responses indicated that the student recruitment process and facilities were viewed as very satisfactory for both the academic year, and summer school projects. On the other hand, 28 per cent of the respondents were dissatisfied with the level of parent involvement during summer school projects.

Tables 13 and 14 indicate the degree of administrator satisfaction with the operation of academic year and summer school projects respectively.

TABLE 13
EVALUATION OF ACADEMIC YEAR PROJECT OPERATION

Factor of Project Operation	Number of * Respondents	RESPONSE		
		Very Satisfied	Moderately Satisfied	Not Satisfied
Student Recruitment	17	76%	18%	6%
Parent Involvement	16	44%	37%	19%
Staff Training	15	47%	47%	6%
Student Needs Assessment	16	50%	19%	31%
Program Objectives	18	61%	28%	11%
Equipment/Materials	18	61%	28%	11%
Evaluation Procedures	16	44%	44%	12%
Facilities	18	78%	11%	11%
Health Services	11	73%	9%	18%
Food Services	12	75%	25%	0%
Instructional Services	14	86%	14%	0%

TABLE 14
EVALUATION OF SUMMER SCHOOL PROJECT OPERATION

Factor of Project Operation	Number of Respondents	RESPONSE		
		Very Satisfied	Moderately Satisfied	Not Satisfied
Student Recruitment	17	94%	6%	0%
Parent Involvement	18	33%	39%	28%
Staff Training	18	39%	39%	22%
Student Needs Assessment	18	50%	33%	17%
Program Objectives	18	78%	22%	0%
Equipment/Materials	16	63%	25%	12%
Evaluation Procedures	16	50%	38%	12%
Facilities	17	59%	24%	17%
Health Services	18	61%	33%	6%
Food Services	17	76%	24%	0%
Instructional Services	17	82%	12%	6%

VI. PARENTAL INVOLVEMENT

6.1 *Parents of migratory students will be encouraged to participate in Parent Advisory Councils (PACs) for the purpose of contributing to decision-making and program planning.*

Advisory Councils

During the 1978-1979 migrant program five Parent Advisory Councils were formed. Included was the State Advisory Council and four local advisory councils (See Table 15). End-of-Project reports indicate that at the local level parents were involved in decision-making and program planning through recommendations to project staff and participation in program planning sessions. The State Advisory Council provide state planners with valuable input into the educational and social needs of migrant students.

TABLE 15
PARENT ADVISORY COUNCILS

Location	No. of Meetings	Average Participation
State Advisory Council	5	20
CESA # 3	2	2
CESA #13	6	22
CESA #18	6	11
Madison	4	10
Total	23	65

Parent Activities

The parents of students served by the Title I Migrant Program in Wisconsin were also involved in activities related to local programs, but not necessarily PAC activities. The recruitment process, home-visitation by project staff members, as well as parental visitation of migrant education projects, were the main avenues for parent participation. (See Table 16).

The main reason for parent visitation of migrant projects were enrollment, attendance, and health concerns. 83 per cent of the migrant projects reported parent-staff contact for the purpose of student enrollment, 67 per cent to provide program input, and health concerns was the basis for parent visitation in 61 per cent of the projects. (See Table 17).

TABLE 16
NUMBER OF PROJECTS BY TYPE OF PARENT CONTACT

TYPE OF CONTACT	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	School Year	Summer		
Visited Project	8	15	23	64%
Paid Staff	2	9	11	31%
Volunteer Staff	4	5	9	25%
Written Material	3	8	11	31%
Visited By Teacher	15	8	23	64%
Visited By Nurse	3	8	11	31%
Talked to Recruiter	14	16	30	83%

SOURCE: Figures based on 18 School Year and 18 Summer Projects.

TABLE 17
NUMBER OF PROJECTS BY REASON FOR PARENT VISITATION

REASON	PROJECT TYPE		TOTAL	PERCENT OF TOTAL
	School Year	Summer		
Enrollment	14	16	30	83%
Field Trip Permission	4	11	15	42%
Health	11	11	22	61%
Academic	11	6	17	47%
Program Input	13	11	24	67%
Other	7	10	17	47%

SOURCE: Figures based on 18 School Year and 18 Summer Projects.

VII. INTERSTATE AND INTRASTATE COOPERATION

- 7.1 Wisconsin Title I Migrant personnel will become familiarized with the implications of interstate migration and establish interstate and intrastate cooperation and coordination.
- 7.2 Wisconsin Title I Migrant personnel will participate in the National Migrant Record Transfer System (MSRTS).

Coordination With Other Programs

Title I projects in Wisconsin participated in a wide variety of other programs. These programs ranged from state sponsored Title I non-migrant projects to coordination with interstate agencies such as the Texas Migrant Council (TMC), the Texas Teacher Exchange, and the health services provided by La Clinica. Table 18 shows the number of projects which participated with various interstate and intrastate programs.

TABLE 18
PROJECT COORDINATION WITH OTHER PROGRAMS*

TYPE OF PROGRAM	Academic Year	Summer School	TOTAL
Texas Migrant Council	1	6	7
Title I Non-Migrant Program	8	2	10
Church Sponsored Program	1	4	5
Non-Title I State Program	3	3	6
Federal Program	0	4	4
Community Agency	2	6	8
University Program	0	4	4
Other (La Clinica, Texas Teacher Exch.)	7	7	14

*Data From End-Of-Project Reports

TABLE 19
TITLE I MIGRANT EDUCATION INSERVICE
ACADEMIC YEAR

	Number of Staff Trained	Hours of Training
Professional	30	236
Paraprofessional	27	58
TOTAL	57	294

SOURCE: Figures based on 16 academic year projects.

TABLE 20
TITLE I MIGRANT EDUCATION INSERVICE
SUMMER

	Number of Staff Trained	Hours of Training
Professional	86	321
Paraprofessional	74	282
Other	44	173
Total	204	776

SOURCE: Figures based on 17 summer projects.

MSRTS

Wisconsin's Migrant Program's involvement with the Migrant Student Record Transfer System (MSRTS) started in 1973. In the summer of 1979 the partial (mathematic and reading) MSRTS skills program was adapted in Wisconsin. Records collected by the state office indicate that approximately two-thirds or 1,500 migratory students enrolled by the MSRTS had skills reported in the two available skills areas, during the summer of 1979.

VIII. INSERVICE

8.1 Inservice training of instructional personnel in order to make them cognizant of the special kinds of needs of migratory students and/or migratory bilingual/bicultural students.

LEA Inservice

Wisconsin's migrant program staff maintained program continuity and improved and expanded their skills through several inservice seminars. Offered by 16 academic year projects and 17 summer programs, preservice and inservice workshops reached more than 261 professional and paraprofessional staff members. (See Table 19 and 20) Issues concerning teaching techniques, staff roles, curriculum, parent involvement, as well as others, were examined and analyzed: contributing, thereby, to program quality and effectiveness. (See Table 21)

TABLE 21

PERCENT OF PROJECTS BY INSERVICE TOPICS OFFERED

INSERVICE TOPIC	PROJECT TYPE		TOTAL
	SCHOOL YEAR	SUMMER	
1. Material/Equipment Use	63%	76%	70%
2. Staff Roles	69%	82%	76%
3. Teaching Techniques	56%	47%	52%
4. Support Services	38%	53%	45%
5. Curriculum	38%	65%	52%
6. Parent Involvement	38%	53%	45%
7. Migrant Record System	100%	100%	100%
8. Evaluation	88%	47%	67%
9. Coordination/Other Programs	31%	35%	33%
10. Cultural Awareness	19%	76%	48%
11. Testing	19%	47%	33%
12. Enrollment Form	N.A.	59%	59%

SOURCE: Percentage based on 17 summer projects and 16 academic year projects.

SEA Inservice

In addition to local inservice the state office provided inservice on the components of the MSRTS and conducted an annual evaluation conference. (See Table 22)

TABLE 22

INSERVICE PROVIDED BY THE SEA

SUBJECT	NUMBER OF PARTICIPANTS	TYPE OF STAFF						
		LEA	TIME	RECR	ADMIN	TEACH	AIDE	OTHER
Recruiting (MSRTS)	6	CESA #18	1.75 Hrs.	5	1	-	-	-
Recruiting (MSRTS)	2	CESA #13	1.75 Hrs.	-	2	-	-	-
Recruiting (MSRTS)	1	Madison	2.0 Hrs.	1	-	-	-	-
MSRTS Skills	8	Madison	4.0 Hrs.	-	3	4	1	-
MSRTS Skills	50	CESA #13	5.5 Hrs.	6	5	15	18	6
MSRTS Skills	5	CESA # 3	5.0 Hrs.	1	-	2	2	-
MSRTS Skills	64	CESA #18	5.0 Hrs.	3	5	27	22	7
MSRTS Skills	11	CESA # 3	5.0 Hrs.	1	1	3	6	-
MSRTS Skills	22	CESA # 3	5.0 Hrs.	1	2	10	6	3
MSRTS Medical	10	CESA #13	3.25 Hrs.	1	3	1	-	5
MSRTS Medical	2	CESA #18	3.0 Hrs.	-	-	-	-	2
State Evaluation Conf.	53	St.Wide	6.0 Hrs.	4	22	16	4	7
MSRTS Skills	4	T.M.C.	3.0 Hrs.	-	1	-	-	3
MSRTS Records	12	CESA #13	2.0 Hrs.	-	-	8	4	-
TOTALS	250		52.15 Hrs.	23	45	86	63	33

IX. DISSEMINATION

- 9.1 Disseminate information on successful projects and develop a file of successful projects throughout the United States.*

Although the above need is as stated in the 1979-1980 Wisconsin State Migrant Plan this component was not operational in 1978-1979. Evidence of LEA dissemination is contained in a partial file containing news clippings from 6 Wisconsin Migrant Projects. In addition to this file the SEA has been sharing data annually with Wisconsin LEAs. This data includes both the evaluation report, and a summary of the annual evaluation conference. As seen in the Recommendations (PART V, number 9) Wisconsin is in the process of creating a file of information which relates to the dissemination effort of it's migrant program.

X. EXEMPLARY PROGRAM COMPONENTS

- 10.1 All migrant project sites will identify any exemplary component of their project.*
- 10.2 The state will assist the exemplary efforts of migrant programs to obtain validation for the National Diffusion Network.*

The following program components have been identified as exemplary:

1. Door County Project - A major component of this program was seen as exemplary. Staff members of the project assembled instructional materials to correspond to the behavioral objectives of the MSRTS. These materials permitted the individualization on instruction for all pupils.
2. Kenosha High School Project - This project enhanced their

career education project by visiting local businesses, a university, and a job service agency to provide their students with a wide variety of information on the interests, abilities, experience, and education required for various careers.

3. Kenosha Elementary School Project - Their use of the "language experience" approach to migrant education is seen as both exemplary and innovative.
4. Tri-County Secondary Project - In cooperation with the Wisconsin Drivers License Examiner for Wautoma, this project conducted a highly successful Driver Education program.
5. Tri-County Elementary Project - An exemplary effort was made by this project in the development of an English as a Second Language Program for migrant students.
6. Rome Elementary Project - The project's use of the production and staging of a play as a vehicle for instruction was considered noteworthy.
7. Racine Elementary Project - An exemplary component of this project was a technique for teaching math which included the setting up and maintaining of a checking account by 6th grade students.
8. Berlin Project - A map study unit involving Texas and the migratory route from Texas to Wisconsin was excellent as a language experience exercise.

9. Cambria Project - This project was exemplary in that its elementary program provided separate staff for each curriculum area. This resulted in: a) Each teacher being an expert in the subject matter taught, and b) The children were exposed to several adults in the course of a day.
10. South Beaver Dam Project - This project had an exemplary music program. English was taught to all students through popular and traditional song lyrics. This instructional technique resulted in higher attendance, particularly in the upper elementary grades.

PROGRAM EXPENDITURES

TABLE 23

ACADEMIC YEAR AND SUMMER MIGRANT PROGRAM EXPENDITURES
1978-1979

PROJECT	1978-1979 FUNDING ESTIMATED EXPENDITURES	
	ACADEMIC YEAR	SUMMER
Cedar Grove	\$1,600	\$27,038
CESA #3		
Bear Creek	---	\$45,058
Oconto	---	\$50,543
Door County	---	\$32,038
CESA #13		
Almond-Bancroft	\$5,836	---
Beaver Dam	\$2,427	---
Berlin	\$12,732	\$30,901
Cambria-Friesland	\$8,590	\$40,325
Hartford	\$4,704	---
Lomira	\$4,305	---
Marshall	\$7,919	\$20,164
Montello	---	\$26,536
Plainfield	\$7,422	---
South Beaver Dam	---	\$41,408
Tri-County-Elementary	---	\$60,311
Tri-County-Secondary	---	\$37,122
Watertown	\$9,674	---
Watertown-Pre-School	\$2,920	---
Wautoma	\$7,459	---
Wautoma-Extended Day	\$2,623	---
Wild Rose	\$7,553	---
CESA #18		
Kenosha-Elementary	\$54,062	\$83,433
Kenosha-Secondary	---	\$16,939
North Cape	\$9,676	\$21,812
Racine-Elementary	\$86,162	\$70,083
Racine-Secondary	---	\$24,156
Rome	---	\$40,648
Madison	\$17,454	\$7,789
TOTAL	\$253,118	\$676,304

Expending an estimated \$929,422 on migrant programs, the State of Wisconsin endeavored to meet the special academic needs of nearly 2,700 migratory children. In providing educational service, Wisconsin's migrant program expended an estimated \$352 per student served.

TABLE 24

PROGRAM EXPENDITURES PER STUDENT SERVED
SUMMER PROJECTS 1978-1979

PROJECT	EXPENDITURE	NUMBER OF STUDENTS SERVED	PROGRAM COST PER STUDENT SERVED
Cedar Grove	\$ 27,038	56	\$483
CESA #3	127,639	195	655
CESA #13	256,767	657	391
CESA #18	257,071	802	321
Madison	7,789	26	300
TOTAL	\$676,304	1,657	\$408

TABLE 25

PROGRAM EXPENDITURES PER STUDENT SERVED
SCHOOL YEAR PROJECTS 1978-1979

PROJECT	EXPENDITURE	NUMBER OF STUDENTS SERVED	PROGRAM COST PER STUDENT SERVED
Cedar Grove	\$ 1,600	14	\$114
CESA #13	84,164	514	164
CESA #18	149,900	406	369
Madison	17,454	50	349
TOTAL	\$253,118	984	\$257

IV
PROJECT EVALUATION FINDINGS

Summer Program

CESA #3/BEAR CREEK

Project Characteristics

Number of Pupils Served:

51

Personnel Serving Project:

- 1 Administrator
- 3 Teachers
- 6 Aides
- 1 Food Service Worker
- 1 Custodian
- 1 Recruiter/Attendance Worker

Estimated Expenditure

\$45,058

Project Objectives

Pre-School:

1. The pupils will improve their communications skills and creative expression abilities in both Spanish and English as reported by their classroom teachers.
2. The pupils will begin to identify the sounds of consonants when used as the initial letter of a word, as reported by their classroom teacher.
3. The pupils will learn to participate, both as an individual and as a team member, in organized games and play activities.
4. The pupils will participate in various activities designed to promote good health and proper dental care habits.

Kindergarten:

1. The pupils will improve their communication skills and creative expression abilities in both Spanish and English, as reported by their classroom teachers.
2. Students who are weak in the readiness skills necessary for entering first grade will receive special tutorial assistance in their respective areas of deficiency, from their teacher and/or aides.
3. The pupils will develop basic number awareness skills appropriate to their individual age/skill level as assessed by the classroom teacher.

4. The pupils will learn to participate in organized play activities both as an individual and as a team member.
5. The pupils will participate in various activities designed to promote good health and dental care practices.
6. The pupils will acquire drown-proofing skills.

Elementary/Grades 1-6:

1. The pupils will improve their communication skills and creative expression abilities in both Spanish and English, as reported by the classroom teacher.
2. Individual students will receive remedial instruction in reading and/or mathematics as needed. Placement and evaluation for these services will be the responsibility of the classroom teacher.
3. The pupils will have the opportunity to do recreational reading for the purposes of improving their attitude towards reading as well as reading skill development.
4. The pupils will develop social/group membership skills through participation in organized games and group recreational activities.
5. The pupils will be encouraged to develop a positive self-concept through participation in group guidance sessions, field trips, and community activities.
6. The student will have a variety of experiences in the areas of art and music. These experiences will be introductory and exploratory in nature.
7. All pupils will be involved in a drown-proofing program and a safety education phase throughout the summer.

Project Findings

The evaluator commented that "every effort was made to make all learning such that the child communicated, organized, built or produced a meaningful product; investigated, discovered, and developed an attitude that he or she can be successful. Objectives within our program were concise enough to assure that the involved child understood what the purpose was so that he/she developed new and absorbing interests from each task."

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CEDAR GROVE

Project Characteristics

Number of Pupils Served:

56

Personnel Serving Project:

4 Teachers
4 Aides

2 Food Service Workers
 1 Admin./ Clerical
 1 Attendance Worker/ Recruiter
 1 Custodian

Estimated Expenditure:

\$27,038

Project Objectives

See project objectives listed for CESA #3/ Bear Creek.

Project Findings

The evaluator felt that the results of the Cedar Grove program were, in general, satisfactory. A log of daily progress was submitted.

.....

CESA #3/OCONTO

Project Characteristics

Number of Pupils Served:

86

Personnel Serving Project:

4 Teachers
 9 Aides
 2 Food Service Workers
 1 Admin./Clerical
 1 Recruiter/Attendance Worker

Estimated Expenditure:

\$50,543

Project Objectives

See project objectives listed for CESA #3/Bear Creek.

Project Findings

Marked improvement was shown in readiness, with some improvement in

communication, health care and art/music. Little or no improvement was shown in participation. The evaluator commented that "achievement levels were not as high as hoped for because of late pupil arrivals".

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CESA #3/DOOR COUNTY

Project Characteristics

Number of Pupils Served:

58

Personnel Serving Project:

4 Teachers
2 Aides
2 Food Service Workers
1 Admin./Clerical
1 Recruiter/Attendance Worker
2 Custodians

Estimated Expenditure:

\$32,038

Project Objectives

See project objectives listed for CESA #3/Bear Creek.

Project Findings

It was concluded by the evaluator that due to the short range nature of this project (six weeks), intensive pre and post testing was not feasible.

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CESA #13/BERLIN

Project Characteristics

Number of Pupils Served:

108

Personnel Serving Project:

6 Teachers
 5 Aides
 2 Food Service Workers
 2 Admin./Clerical
 1 Recruiter/Attendance Worker
 2 Health Care Workers
 1 Custodian
 1 Attendance Worker

Estimated Expenditure:

\$30,901

Project Objectives

Readiness

Pre-Kindergarten

1. Population: Three and four year old Title I Migrant students and/or students of other ages identified as performing at Pre-Kindergarten level.
2. Anticipated Outcome: Students will show positive gains in Psychomotor, Cognitive and Affective Skills as related to the National Early Childhood Skills Program.
3. Reporting Devices:
 - Strategies in Preschool Education
 - a. Sequence of Performance Objectives Chart
 - b. Individual Record Sheet
 - c. Screening Device
 - d. Guide for Individual Activities
 - Migrant Student Record Transfer System
 - National Migrant Education Program - Early Childhood Subjective evaluation by classroom teacher and/or director

Kindergarten

1. Population: Five year old Title I Migrant students and/or students of other ages identified as performing at kindergarten level
2. Anticipated Outcome: Students will show positive gains in Psychomotor, Cognitive and Affective Skills as related to the National Early Childhood Skills Program
3. Reporting Devices:
 - Strategies in Early Childhood Education
 - a. Sequence of Performance Objectives Chart
 - b. Record Sheet
 - c. Assessment Instrument
 - d. Individualized Prescription Guide

Migrant Student Record Transfer System
 National Migrant Education Program - Early
 Childhood
 Subjective evaluation by classroom teacher
 and/or director

Math

One-Three

1. Population: Six, seven and eight year old Title I Migrant students and/or students of other ages identified as performing at grade levels 1-3
2. Anticipated Outcome: Students will show positive gains in Math Skills as related to the National Math Skills Program, Grades 1-3
3. Reporting Devices: Migrant Student Record Transfer System
 National Migrant Education Program Mini-Math Skills, Grades K-3
 Subjective evaluation by classroom teacher and/or director

Four-Six

1. Population: Nine, ten and eleven year old Title I Migrant students and/or students of other ages identified as performing at grade levels 4-6
2. Anticipated Outcome: Students will show positive gains in Math Skills as related to the National Math Skills Program, Grades 4-6
3. Reporting Devices: Migrant Student Record Transfer System
 National Migrant Education Program Mini-Math Skills
 Subjective evaluation by classroom teacher and/or director

Seven-Eight

1. Population: Twelve, thirteen and fourteen year old Title I Migrant students and/or students of other ages identified as performing at grade level 7-8.
2. Anticipated Outcome: Students will show positive gains in Math Skills as related to the National Math Skills Program, Grades 7-8
3. Reporting Devices: Migrant Student Record Transfer System
 National Migrant Education Program Mini-Math Skills
 Subjective evaluation by classroom teacher and/or director

Communication Skills

One-Eight, Reading-English

1. Population: Six through fourteen year old Title I Migrant students and/or students of other ages identified as performing at grade levels 1-3
2. Anticipated Outcome: Students will show positive gains in Reading Skills-English as related to the National Reading Skills Program.
3. Reporting Devices: Migrant Student Record Transfer System
National Migrant Education Program- Reading-English
Subjective evaluation by classroom teacher and/or director

Project Findings

See Appendix C

.....

CESA #13/ CAMBRIA-FRIESLAND

Project Characteristics

Number of Pupils Served:

91

Personnel Serving Project:

7 Teachers
5 Aides
3 Food Service Workers
1 Admin./Clerical
1 Attendance Worker
1 Health Care Worker
1 Custodian
2 Transportation Worker

Estimated Expenditure:

\$40,325

Project Objectives

See project objectives for CESA #13/Berlin

Project Findings

An evaluation of project objectives was not submitted.

CESA #13/MARSHALL

Project Characteristics

Number of Pupils Served:

50

Personnel Serving Project:

3 Teachers
2 Aides
2 Food Service Workers
1 Attendance Worker
1 Custodian
1 Transportation Worker
1 Supervisor

Estimated Expenditure:

\$20,164

Project Objectives

See project objectives for CESA #13/Berlin

Project Findings

An improvement in math, reading and communication was noted by the evaluator as taking place during the course of the six week program.

CESA #13/MONTELLLO

Project Characteristics

Number of Pupils Served:

97

Personnel Serving Project:

5 Teachers
 4 Aides
 2 Food Service Workers
 2 Admin./Clerical
 1 Attendance Worker
 1 Custodian
 2 Transportation Worker

Estimated Expenditure:

\$26,536

Project Objectives

See project objectives listed for CESA #13/Berlin

Project Findings

See Appendix D

CESA #13/SOUTH BEAVER DAM

Project Characteristics

Number of Pupils Served:

72

Personnel Serving Project:

5 Teachers
 4 Aides
 2 Food Service Workers
 2 Admin./Clerical
 1 Attendance Worker
 1 Health Care Worker
 1 Custodian
 1 Transportation Worker

Estimated Expenditure:

\$41,408

Project Objectives

See project objectives listed for CESA #13/ Berlin

Project Findings

The evaluator described the program as having gone "exceptionally well" this year. Pre and post testing data was not submitted.

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CESA #13/ TRI-COUNTY - ELEMENTARY

Project Characteristics

Number of Pupils Served:

104

Personnel Serving Project:

- 9 Teachers
- 4 Aides
- 1 Supervisor
- 4 Food Service Workers
- 2 Admin./Clerical
- 1 Attendance Worker
- 2 Health Care Workers
- 1 Custodian

Estimated Expenditure:

\$60,311

Project Objectives

See project objectives listed for CESA #13/Berlin

Project Findings

The evaluator found good progress in math, reading and early childhood education for children attending on a regular basis, while the results for irregular attenders were not as pronounced. A need for better assessment instruments and further expansion of curriculum/materials was felt.

.

CESA #13/ TRI-COUNTY - SECONDARY

Project Characteristics

Number of Pupils Served:

56

Personnel Serving Project:

7 Teachers
 2 Aides
 1 Admin./Clerical
 1 Supervisor
 1 Attendance Worker
 2 Health Care Workers
 1 Custodian

Estimated Expenditures:

\$37,122

Project Objectives

Mathematics Skills

Title I Migrant students (approximately ages fourteen and older) participating in the Mathematics Program shall show positive gains in mathematics skills as related to the National Migrant Education Program Mini-Math Skills. The Mathematics instructor will be a certified teacher. Other reporting devices shall be MSRTS forms and subjective evaluation by the classroom teachers.

Communicative Skills

Title I Migrant students (approximately ages fourteen and older) participating in the Reading Skills Program shall show positive gains in reading skills as related to the National Migrant Reading Skills Program. The Communicative Skills instructor will be a certified teacher. Additional reporting devices shall be MSRTS forms and subjective evaluation by classroom teachers.

Transportation

Title I Migrant students who have reached the legal age for driving instruction will participate in a Driver Education Program certified by the State of Wisconsin-Department of Public Instruction. Instruction will consist of classroom, driver simulator, and behind-the-wheel training.

Title I Migrant students participating in the Transportation program will show positive gains in transportation skills as measured by the classroom teacher.

Additional reporting devices shall be the MSRTS forms.

Cultural Awareness

A field trip to Stevens Point is scheduled as a cultural awareness activity. Complementary classroom activities will be coordinated by the instructor.

Project Findings

Improvement in the areas of math, reading and driver education was evidenced. (See Appendix E)

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CESA #18/KENOSHA - ELEMENTARY

Project Characteristics

Number of Pupils Served:

236

Personnel Serving Project:

12 Teachers
12 Aides
1 Administrator
1 Recruiter/Attendance Worker
1 Health Care Worker
2 Custodians
3 Food Service Workers
2 Other

Estimated Expenditure:

\$83,433

Project Objectives

Preschool and Kindergarten children will evidence improved readiness for instruction in basic academic skills.

Communication Skills - Upon completion of the 1979 Summer Migrant Program, participating children will evidence improved skills and comprehension in communication skills (listening-speaking-reading-writing) as measured by classroom teachers and appropriate commercial tests.

Mathematics - Upon completion of the 1979 Summer Migrant Program, participating children will evidence improved skills and comprehension in mathematics as measured by classroom teacher and appropriate commercial tests.

Self-Concept/Esteem - Upon completion of the 1979 Summer Migrant Program participating children will have significantly improved in self-concept/esteem, as indicated by an evaluation profile form of (formative) and (summative) evaluation assessments.

Project Findings

An evaluation of the project findings was not submitted.

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CESA #18/KENOSHA - SECONDARY

Project Characteristics

Number of Pupils Served:

25

Personnel Serving Project:

3 Teachers
1 Recruiter/Attendance Worker
1 Admin./Clerical

Estimated Expenditure:

\$16,939

Project Objectives

Career Development - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Become aware of the employment opportunities available and the skills and personal attributes required for success in these areas.
- b. Explore their careers at an appropriate development state.

Basic Skills - Language Arts/Mathematics - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Demonstrate improved skills and comprehension in areas of listening, speaking, reading, and writing as determined by teacher evaluation and Inter-American Series of Reading and General Achievement.
- b. Demonstrate improved skills and comprehension in areas of mathematics as determined by teacher evaluation and Inter-American Series of Reading and General Achievement.

Positive Life Style Alternatives - Students grades 7-through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Utilize the life-living-skills and personal growth and AOD related workshop activities (decision-making, coping, problem-solving, communications, value-clarification, etc.)
- b. Explore and experience new activities (recreational).

Project Findings

The evaluator commented that "the development and evaluation of our program as measured by the progress of our students has been based on levels of activities by each individual student. Most of our activities have been experientially-oriented. We have therefore been primarily concerned with the students' demonstration of proficiency in taking on responsibilities with maturity and in performing tasks involving basic skills." It was also noted that "learning to adapt to the employment world, as it exists in our society, involves for our students many affective changes and a maturation of values difficult to gage with statistics."

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CESA #18/NORTH CAPE

Project Characteristics

Number of Pupils Served:

32

Personnel Serving Project:

2 Teachers
2 Aides
1 Administrator
1 Recruiter/Attendance Worker

1 Health Care Worker
 1 Custodian
 1 Food Service Worker
 1 Other

Estimated Expenditure:

\$21,812

Project Objectives

See project objectives listed for CESA #18/Kenosha - Elementary.

Project Findings

The evaluator felt that the program "provided positive learning experiences and allowed children to grow in self-esteem and self-worthiness."

.....

CESA #18/RACINE - ELEMENTARY

Project Characteristics

Number of Pupils Served:

227

Personnel Serving Project:

13 Teachers
 11 Aides
 1 Administrator
 1 Recruiter/Attendance Worker
 1 Health Care Worker
 3 Food Service Workers
 1 Special Education Consultant

Estimated Expenditure:

\$70.083

Project Objectives

See program objectives listed for CESA #18/Kenosha - Elementary

Project Findings

Some improvement was shown in communication and mathematics skills and comprehension. Marked improvement was indicated in the areas of self concept and esteem according to the evaluator.

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CESA #18/RACINE - SECONDARY

Project Characteristics

Number of Pupils Served:

182

Personnel Serving Project:

8 Teachers
1 Aide
1 Recruiter/Attendance Worker
1 Director
1 Admin./Clerical

Estimated Expenditure:

\$24,156

Project Objectives

Career Development - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Become aware of the employment opportunities available and the skills and personal attributes required for success in these areas.
- b. Explore their careers at an appropriate development state.

Group Dynamics - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Develop self-awareness and a positive attitude toward self.
- b. Develop good work habits and attitudes.
- c. Develop initiative and responsibility.

Communications - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation. The student shall:

- a. Comprehend ideas and facts through reading, viewing and listening.
- b. Communicate ideas and facts through writing and speaking.
- c. Perform psychomotor activities necessary to learning.
- d. Use problem solving techniques and processes used in decision making.

Positive Life Style Alternatives - Students grades 7 through 12 shall demonstrate one month growth for each month of program participation.

The student shall:

- a. Utilize the life-living-skills in personal growth and AOD related workshop activities (decision-making, coping, problem-solving, communications, value-clarification, etc.)
- b. Explore and experience new activities (recreational).

Project Findings

In the evaluators opinion the Racine Secondary Program was very successful. "The students felt they gained valuable information that would be usable in the present and future." It was felt that communication skills were improved and that the students "felt better about themselves as individuals and as a group".

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CESA #13/ROME

Project Characteristics

Number of Pupils Served:

100

Personnel Serving Project:

4 Teachers
 4 Aides
 1 Recruiter/Attendance Worker
 1 Custodian
 2 Food Service Workers
 1 Admin./Clerical
 1 Other

Estimated Expenditure:

\$40,648

Projective Objectives

See project objectives listed for CESA #18/Kenosha - Elementary.

Project Findings

The evaluator felt that "Rome had an excellent year". Marked improvement was shown in oral language skills for pre-schoolers and kindergarten through first grade, while moderate improvement in language skills and math was indicated for the older children.

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MADISON

Project Characteristics

Number of Pupils Served:

26

Personnel Serving Project:

2 Teachers
3 Aides
1 Admin./Clerical
1 Recruiter/Attendance Worker

Estimated Expenditure:

\$7,789

Project Objectives

Students Ages 14-19

1. Each student will be enrolled in a course of his/her choice in the regular summer program at East High School and will earn $\frac{1}{2}$ credit. The student will earn a C or better grade.
2. Each student will be enrolled in a course to improve his/her English proficiency. The student will earn $\frac{1}{2}$ credit. The student will earn a C or better grade.
3. Each student will be employed in a work experience program for a minimum of 10 hours per week (60 hours total).
4. Each student will participate in one socialized experience per week.

Students ages 5-13

1. Each student will participate, a minimum of five hours per week, in language experience activities. These activities will be

geared to the reading and speaking English proficiency level of each student. The students will increase their reading and speaking vocabulary by a number of words equal to 10 times their age. (Example: 6 years old - 60 words, 13 years old - 130 words).

2. Each student will read 6 books at their reading level and discuss each book with a teacher or aide.
3. Each student will participate in a minimum of two socializing activities.

Parents

1. Each parent will become familiar with his child's educational program through attendance at a meeting or a home visit from a staff member.
2. Each parent will give evidence of active participation in the project through advisory Committee members, or cultural based socialization activity, or a visit to a project site, or home instruction of child.

Project Findings

Students Ages 14-19

The evaluator found the project to be very ineffective. It was noted that "during the period that the project was being prepared 19 students signed up for classes and participation in the Work Experience Program. As we could not make any commitments to them until the project was approved, only 8 were available at the start of the program." In addition, the bi-lingual aide assigned to the project was shifted to the Elementary level. So, "without the needed support the 8 Work Experience students stayed away from work and we ended with a project enrollment of zero at the Secondary level", commented the evaluator.

Students Ages 5-13

Objective #1 - Average success rate 78%.
 Objective #2 - Average success rate 76%.
 Objective #3 - Average success rate 78%.

Parents

An evaluation of the parents participation was not submitted.

Academic Year Programs

CEDAR GROVE

Project Characteristics

Number of Pupils Served:

14

Personnel Serving Project:

2 Aides

Estimated Expenditure:

\$1,600

Project Objectives

To allow the non-English or minimal-English speaking students, in grades kindergarten through grade two to progress at a normal rate and achieve at the same level as other students.

Project Findings

The findings of the evaluator indicated that "most of the children were functioning better in their use of the English language". Although it was felt that some children needed additional help, simply teaching the students how to attend school was a positive gain.

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CESA #13/ALMOND-BANCROFT

Project Characteristics

Number of Pupils Served:

16

Personnel Serving Project:

1 Teacher

1 Recruiter/Attendance Worker

Estimated Expenditure:

\$5,836

Project Objectives

1. Identification and reduction of academic deficiencies specifically in the areas of Language Arts and Mathematics through one-to-one or small group instruction.
2. Reduction and/or elimination of systematic learning handicap experienced by non-English speaking children.
3. Promotion of a healthy self-concept.

Project Findings

The evaluator indicated that "the results from the instructional services the students received will hopefully enable these students to better cope with and function in the classroom". It was felt that continued one-to-one instruction would strengthen the progress made.

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CESA #13/BEAVER DAM

Project Characteristics

Number of Pupils Served:

119

Personnel Serving Project:

2 Teachers
 15 Aides
 1 Recruiter/Attendance Worker
 1 Health Care Worker
 2 Custodians
 1 Admin./Clerical
 1 Supervisor
 7 Other

Estimated Expenditure:

\$2,427

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

It was found that the children made continued progress in English, Mathematics, Reading, Language Arts and Physical Education. The evaluator indicated that her work with small groups was especially productive.

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CESA #13/BERLIN - PHASE I

Project Characteristics

Number of Pupils Served:

64

Personnel Serving Project:

2 Teachers
2 Aides
1 Recruiter/Attendance Worker

Estimated Expenditure:

\$12,732

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator indicated that "the tests that were used were very inadequate and were done too late to be effective". It was felt that more pre-planning with respect to needs, materials, facilities and testing would contribute to a better program next year.

.....

CESA #13/BERLIN - PHASE II

Project Characteristics

Number of Pupils Served:

1

Personnel Serving Project:

1 Teacher

Estimated Expenditure:

Expenditures were included in Berlin - Phase I budget.

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

It is the opinion of the evaluator that "it is vital to provide spring-time support", and that without this tutoring students cannot continue their progress.

.

CESA #13/CAMBRIA - FRIESLAND

Project Characteristics

Number of Pupils Served:

92

Personnel Serving Project:

2 Teachers

2 Aides

1 Recruiter/Attendance Worker

Estimated Expenditure:

\$8,590

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Work with communication, language and increased self confidence was very effective in improving school performance and peer relationships according to the evaluator.

.....

CESA #13/HARTFORD

Project Characteristics

Number of Pupils Served:

10

Personnel Serving Project:

1 Teacher
1 Recruiter/Attendance Worker

Estimated Expenditure:

\$4,704

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Improvement was shown between pre and post tests given to the students. The evaluator felt that one-to-one attention was a necessary component of the program due to the fact that the children seemed to experience problems in understanding directions and the meanings of some English words.

.....

CESA #13/LOMIRA

Project Characteristics

Number of Pupils Served:

32

Personnel Serving Project:

- 1 Teacher
- 1 Aide
- 1 Recruiter/Attendance Worker

Estimated Expenditure:

\$4,305

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator found that although most of the students needed to be placed at their functional level rather than their grade level, the program was very profitable for the children. Improvement was shown in Reading, Spelling, English and Mathematics. It was felt that the program was not long enough, that the students just got off to a good start and then had to leave.

.....

CESA #13/MARSHALL

Project Characteristics

Number of Pupils Served:

21

Personnel Serving Project:

- 1 Teacher
- 1 Recruiter/Attendance Worker

Estimated Expenditure:

\$7,919

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator indicated that "the Marshall Migrant Program has been a very positive force in the Marshall Schools since its funding. In general, the students are making steady progress, as evidenced by their performance in their classrooms and on standardized tests." It was found that many of the students are "performing up to their grade levels and some are even doing outstanding work! Improved attitudes and mutual understanding between the migrant and non-migrant people" of the community were stated as very positive benefits of the program.

.....

CESA #13/PLAINFIELD

Project Characteristics

Number of Pupils Served:

34

Personnel Serving Project:

- 1 Teacher
- 1 Recruiter/Attendance Worker

Estimated Expenditure:

\$7,422

Project Objectives

See Project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Gains in "oral language development, reading, labeling of objects, basic sentence structure, etc." were found by the evaluator through pre and post testing. It was also found that "recently immigrated students (from Mexico) have a strong knowledge of math concepts. However, their understanding of math statement problems is hampered by the language barrier. The students achieved better results when given individual (one-to-one) instruction."

.....

CESA #13/WATERTOWN - PRE-SCHOOL

Project Characteristics

Number of Pupils Served:

16

Personnel Serving Project:

3 Aides

1 Social Worker

Estimated Expenditure:

\$9,674

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The evaluator called attention to the importance of providing proper care and nutrition for pre-school migrant children. She indicated that the pre-school program was "necessary so that older teen-age children were not taken out of school to take care of the younger ones." It was also felt that the pre-school experience contributed to healthy preparation for kindergarten.

.

CESA #13/WATERTOWN

Project Characteristics

Number of Pupils Served:

33

Personnel Serving Project:

1 Teacher

4 Aides

1 Recruiter/Attendance Worker

Estimated Expenditure:

\$2,920

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

The findings of the evaluator indicated that "reading scores all improved" and that the English vocabulary of the migrants was expanded. But most importantly, "student attitudes were changed by the program". Originally, the migrant children were found to be frustrated and failing in the classroom, but "through the programs personal and individual attention students are able to see some success" according to the evaluator.

.

CESA #13/WILD ROSE

Project Characteristics

Number of Pupils Served:

34

Personnel Serving Project:

1 Teacher
1 Aide
1 Recruiter/Attendance Worker

Estimated Expenditure:

\$7,553

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Progress in sentence construction and language expansion was shown by the students in Wild Rose. The evaluator noted that "Some children moved from non-reading status to beginning reading, and others mastered mathematical concepts that they were experiencing difficulty with." Another beneficial effect of the program seemed to be growth in the area of developing a more positive self-image.

.

CESA #13/WAUTOMA

Project Characteristics

Number of Pupils

29

Personnel Serving Project:

1 Teacher
1 Aide
1 Recruiter/Attendance Worker

Estimated Expenditure:

\$7,459

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Improvement in oral language development was shown in Wautoma. "Several children moved up one or two levels in the language continuum" according to the evaluator. It was felt that this improvement also enabled the students to function better in their regular classrooms.

.

CESA #13/ WAUTOMA - EXTENDED DAY

Project Characteristics

Number of Pupils Served:

13

Personnel Serving Project:

2 Aides

Estimated Expenditure:

\$2,623

Project Objectives

See project objectives listed for CESA #13/Almond-Bancroft.

Project Findings

Due to the short length of the program the evaluator found it difficult to determine its impact. She found that the students were very eager to participate in the program and felt that better, more efficient organization will lead to more effective programs in the future.

CESA #18/KENOSHA

Project Characteristics

Number of Pupils Served:

228

Personnel Serving Project:

1 Teacher
6 Aides

Estimated Expenditure:

\$54,062

Project Objectives

1. Students will achieve improved comprehension and skill in areas of listening/speaking/reading and reading through compensatory services of a special teacher or L.E.A. assigned director.
2. Students will achieve improved comprehension and skill in mathematics. they will also demonstrate improved confidence and attitude resulting from compensatory services of a special teacher or teacher aide guided by classroom teacher or L.E.A. assigned director.
3. Migrant children will, upon completion of the program, demonstrate increased self-pride, self-esteem, and self-confidence through an awareness and understanding of their cultural heritage as observed by teachers, parents, and other pupil service workers.

Project Findings

According to the Kenosha evaluator "the students participating in the

Title I Migrant Program typically score below the 30th percentile of national norm groups. Thus, many of them are not able to attain expected achievement levels in a single year of treatment. Basically, the students made a months gain for every month that they spent in the program."

.

CESA #18/NORTH CAPE

Project Characteristics

Number of Pupils Served:

22

Personnel Serving Project:

1 Teacher

Estimated Expenditure:

\$9,676

Project Objectives

See project objectives listed for CESA #18/Kehosha.

Project Findings

According to the evaluators observations, "all the children who participated in the migrant program made some gain in their academic performance over the past 1978-1979 school year." She noted gains in vocabulary, social skills and being able to work independently. (See Appendix F)

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CESA #18/RACINE

Project Characteristics

Number of Pupils Served:

156

Personnel Serving Project:

- 4 Teachers
- 1 Aide
- 2 Recruiters/Attendance Workers
- 2 Admin./Clerical

Estimated Expenditure:

\$86,162

Project Objectives

See project objectives listed for CESA #18/Kenoshā.

Project Findings

An evaluation of project findings was not submitted.

MADISON

Project Characteristics

Number of Pupils Served:

50

Personnel Serving Project:

- 1 Teacher

Estimated Expenditure:

\$17,454

Project Objectives

1. To enroll each resettled migrant middle and secondary student in four suitable courses which they will complete for credit toward graduation.
2. To provide tutoring for each elementary student to the extent that each student will achieve a minimum of ten months academic growth in reading as measured on appropriate standardized measurements.

3. To make a minimum of six contacts with each migrant family.

Project Findings

An evaluation of project findings was not submitted.

.

Project Evaluation Findings were collect from End-of-Project Evaluation Reports.
(See Appendix G - Summer End-of-Project Evaluation Report and Appendix H - Academic Year End-of-Project Evaluation Report.)

V

RECOMMENDATIONS

1. Identification and Recruitment of Migratory Students.

Recruiters for the summer programs will be employed prior to other staff in order to expedite enrollment and the flow of MSRTS information. The state office will provide training to all recruiters prior to their recruiting activities to insure accurate documentation of eligibility status. A handbook will be developed as a guide for all recruiters. All students recruited to participate in the various sites will be randomly screened by the state office to determine accuracy of information.

2. Instructional Services and Impact.

The state office will play a more active role in recruiting bilingual/bicultural teachers in order to meet the educational needs of Wisconsin migrant children. Emphasis will continue to be placed in the academic skills, especially reading and math. Oral language development as well as other cultural activities will be encouraged. A more structured approach in language experience programs will be developed. The progress of the children will be recorded in the MSRTS. The state objective will be to submit at least 3 skills under study at the time of withdrawal per child.

3. Support Services.

The state office will continue to coordinate with the Texas Migrant Council as well as the Bureau of Children Youth and Families office to provide early childhood educational programs to migrant children under 5 years of age. It is expected that at least one additional summer day care service center will be developed in 1980-81. The state office will coordinate with the United Migrant Opportunity Services Program (D.O.L. 303 program) to develop services

for migrant youth as well as support services for migrant youth as well as support services for migrant parents. Migrant service medical clinics as well as other social service agencies will be encouraged to assist in Wisconsin's Migrant Program.

4. Special Needs.

The state office will initiate a credit exchange program for secondary level migrant students in the summer of 1980. Bilingual education will continue to be promoted. Survival skills education will be encouraged for all participants in the areas of swimming, firearm, and auto safety.

5. Evaluation.

Continued input from parents as evaluators will be further developed. All sites will submit an end-of-project evaluation which will include both student as well as parent input. Mid-summer evaluations of summer programs will take place. Teacher, administrators, students and parents will be invited to participate. The state evaluator will design questionnaires suited to collect data to measure the program objectives.

6. Parental Involvement.

All operating agencies will have both a parent as well as an agency representative as a member of the State PAC. PACs will be active at the local level. Continued efforts will be made to involve parents in the planning, operation, and evaluation phases of migrant programs. Parents from Texas will be informed of the state plans through correspondence.

7. Interstate and Intrastate Cooperation.

A credit exchange program at the secondary level will be initiated in the summer of 1980. An L.T.E. consultant will be hired to assist in monitoring summer

sites. Wisconsin will participate in the Texas Educational Agency exchange program as in previous years, by utilizing a project assistant sponsored by T.E.A.

8. Inservice Activities.

The state office will sponsor a statewide inservice prior to the beginning of the summer program. During the summer and the academic year, the inservice activities will include; mini-skills orientation, language experience teaching techniques, documentation of student enrollment, as well as cultural sensitivity training for teachers. The state office will train all new employees on the use of MSRTS and the utilization of state forms.

9. Dissemination.

All projects funded by DPI will utilize the MSRTS. As per project application guidelines, all projects are encouraged to obtain positive publicity via the newspaper media. All articles will be submitted to the state office for filing purposes.

10. Exemplary Program Components.

All sites will be encouraged to identify any salient or unusual aspects of their program. This information will be forwarded to the state office. The state office will recognize exemplary efforts and assist interested staff in obtaining validation for the N.D.N. (National Diffusion Network.)



WISCONSIN MIGRANT EDUCATION PROGRAM

SURVEY/ELIGIBILITY/PERMISSION

P.L. 95-561

PI-1727 (Rev. 3-79)

INSTRUCTIONS: Read detailed instructions for completing this form. Do not write; print only, using a black or blue ball-point pen.

1. School		2. School Location (City)		3. CESA	4. Surname	
5. Parents		6. Homebase Address of Legal Parent (City, State, Zip)		7. Migrant Status		8. Arrival Date In District Mo./Day/Yr.
a. Legal Father		b. Legal Mother		Agriculture		9. Arrival Date in Wisconsin Mo./Day/Yr.
a. Current Father		b. Current Mother		☐ Interstate ☐ Intrastate ☐ Formerly Fisheries ☐ Interstate ☐ Intrastate ☐ Formerly		
10. Last Place of Residence (City, State, Zip)		11. Current Residence (City, State, Zip)		12. Last Occupation		
				a. Father		b. Mother
13. Present Occupation Indicate "A" for father, "B" for mother.				14. Employer		15. Employer Address (City, State, Zip)
☐ Dairy ☐ Food Processing ☐ Harvesting ☐ Cultivation ☐ Fishing ☐ Poultry/Livestock ☐ Agriculture ☐ Other Specify						16. Type of Employer
						☐ Grower ☐ Processor ☐ Other Specify

14. Children															
Last Name If different from item 4	First Name Do not use nicknames	MI	Sex (M,F)	Birthdate (Mo./Day/Yr.)	Verif.	Birthplace (City, Co., State)	Leave Blank Student No. MNE		Previous School Include district & state	Grade	Date Left				
1.															
2.															
3.															
4.															
5.															

- Yes No
- ☐ ☐ 1. I give permission for my child(ren) to participate in the migrant education program of _____ School District and for records to be sent to the next school(s) or to the Migrant Student Record Transfer System.
- ☐ ☐ 2. I give permission for my child(ren) to be given any necessary medical or dental examination and treatment.
- ☐ ☐ 3. I give permission for my child(ren) to participate in school-supervised field trips.
- ☐ ☐ 4. I give permission for the school to use my child's name and picture(s) to publicize the school program.

I CERTIFY that the above information is correct to the best of my knowledge. The Migrant Student Record Transfer system has been explained and is understood by me. I know that my child's record will be made available for me to see and obtain if I so desire. I understand, further, that this record will be transferred to other schools in which my child intends to enroll.

- Si No
- ☐ ☐ 1. Doy mi autorización para que mi(s) hijo(s) participen como alumnos en el programa escolar para niños migratorios del distrito escolar de _____ y para que sus registros sean enviados a la(s) próxima(s) escuela(s) o al MSRTS.
- ☐ ☐ 2. Doy mi autorización para que se les dé a mi(s) hijo(s) examen(es) y tratamiento médico y/o dental.
- ☐ ☐ 3. Doy mi autorización para que mis hijos participen en excursiones supervisadas por la escuela.
- ☐ ☐ 4. Doy mi autorización para que se utilicen los nombres y fotografías de mi(s) hijo(s) en publicaciones de la escuela.

CERTIFICO que la información dada es correcta según mi saber y entender. Se me ha explicado y ya entiendo el Sistema Uniforme de Registro Traslado de Estudiantes Migratorios. Si así lo deseo, sé que registro de mi(s) niño/a(s) estará a mi disposición para revisarlo o para obtenerlo. Además de eso entiendo muy bien que este registro será trasladado o enviado a otras escuelas a las cuales mi(s) niño/a(s) desee(n) asistir.

Parent's Signature	Date of Recruitment Mo./Day/Yr.
Recruiters Signature	

Firma del Padre o la Madre	Fecha
----------------------------	-------

White: CESA
 Canary: School
 Pink: DPI
 Green: MSRTS Ctr.

BEST COPY AVAILABLE

APPENDIX B

TITLE I MIGRANT EDUCATION EVALUATION CONFERENCE

INTRODUCTION

The annual Title I Migrant Education Evaluation Conference took place on August 6, 1979 at the Green Lake Center in Green Lake, Wisconsin. In attendance at this years conference were 53 participants representing the Department of Public Instruction (DPI), the Texas Migrant Council (TMC), and personnel from local migrant projects. In addition, participants at this years conference also included several parents, whose input served to broaden the overall scope of the conference. (See appendix A)

The objectives of the Migrant Education Evaluation Conference included: (1) The evaluation of Title I Migrant Education projects which operated during the summer of 1979, and (2) The use of the evaluation data collected to assist in program planning for future projects. Data for this evaluation was collected by means of both structured interaction of conference participants, and questionnaires completed by participants. In order to address a maximum number of topics during this one-day evaluation conference the participants were separated into three groups representing: (1) pre-school and kindergarten teachers, (2) elementary teachers, and (3) secondary teachers, recruiters, project directors, and site coordinators.

In the structured interaction part of the Conference each group addressed a set of questions designed to relate to that groups area of expertise and experience. The results of this part of the evaluation are summarized below. (See appendix B & C)

Comments and Ideas of Pre-School, Kindergarten, and Elementary Teachers

(1) The two instructional groups addressed their set of questions by sharing and relating the results of their particular programs. All of the participants felt that their program and most of their individual instructional objectives had been met. Concern was expressed about the need for a predetermined set of objectives for pre-schoolers. It was recommended that at one time or another, time should be provided for teachers from various sites to get together to compare such a list. According to the discussion, "the program objectives are too broad and are not written for specific instructional areas". Most participants agreed that the use of performance objectives would be beneficial to their programs.

(2) The math and reading skills lists (part of the MSRTS) have been received with mixed emotions. Some of the participants felt that it was just another task dealing with the completion of forms. The majority of participants in this group, however, felt that the math and reading skills were beneficial to the program in that they enable teachers to identify skills mastered by the migrant students.

The elementary group was given a special presentation on the use of the skills list, "not as a curriculum guide but as a means of identifying skills that emanate from activities developed by teachers and students". This presentation was conducted by Joan Helbing, kindergarten teacher for the Oconto Migrant Program.

(3) Student achievement was measured by teacher observation. There were no instances of student achievement being measured by standardized tests or any other type of testing. All the teachers agreed that their students had experienced academic growth as a result of participation in the program. Teachers who have been involved in previous summer programs have noticed great improvement in the academic performance of students who attended previous summer programs. This can be judged as a positive outcome which results from student participation in a migrant education program.

(4) Some techniques and activities which teachers found particularly effective were:

Role playing	Language experience stories
Songs dealing with rhyme	Swimming
Planting seeds	Cooking
Story telling	Puppet shows
Simon says	Plays
Language and number games	Jello figures
Phy. Ed. games	Getting Newspaper together
Frisbee	Fruit-loop necklaces
Track meet	Art activities
Field trips	Participation in 4-H activities

(5) Recommendations of the teachers in these groups included:

- (A) Earlier notification of employment
- (B) More meaningful and useful ideas during inservice
- (C) More language kits
- (D) More specification with regard to duties and responsibilities
- (E) More use of bilingual instruction, particularly at the lower grades
- (F) Need for better facilities

(6) Areas considered to be the greatest assets of the program:

- (A) Excellent food
- (B) Use of field trips to reinforce lessons
- (C) Adequate health services
- (D) Teacher/pupil ratio (in most cases)
- (E) Use of the MSRTS skills lists
- (F) Flexibility allowed to teachers
- (G) Plentiful supplies and materials

Comments and Ideas of Administrators

- (1) Administrators expressed a concern for continuity in the State Migrant Supervisor's position.
- (2) Administrators expressed a concern about the growing amount of paper work involved. Site coordinators felt that the paperwork took away from their contact with students.
- (3) Administrators wanted a manual for recruiters to be developed by DPI. It was made known by the State Supervisor that Mr. De Soto is presently working on one.
- (4) The need for similarity in curriculum to be developed was discussed. Mr. Costilla informed the administrators and site coordinators that he was in communication with the Migrant staff from Texas Ed. Agency regarding this need. The ACUTRACK curriculum appeared to be an instrument that could be used for this purpose.
- (5) They expressed an interest in an academic year teacher exchange program with Texas. Mr. Costilla said he would look into this possibility.
- (6) It was expressed that there should be more coordination with other Migrant service agencies in order to eliminate the duplication of questions used by the various agencies. The many questionnaires were too much of an imposition on the families.
- (7) It was suggested that a supplementary sheet to list names for families membering more than five be used in the eligibility forms.
- (8) It was suggested that DPI initiate a State Wide public relations campaign.
- (9) Administrators and site coordinators requested that DPI approve LEA proposals sooner. The State Supervisor informed the staff that DPI would call for a February 1, 1980 application deadline from CESAs.
- (10) A statewide inservice concept was proposed by Mr. Costilla for next summer 1980. It was well received. It was pointed out that DPI should take on more of a responsibility in the area of recruiting out of state teachers and inservice activities.
- (11) The idea of an extended day was discussed. Most of the staff rejected the idea. They felt that the day would be much too long for the child. However, Mr. Brown stated that we may pilot extended day programs at some sites next summer if any interest was shown by parents or staff at that particular site.
- (12) The idea of an extended program period was discussed. It was noted that most programs are limited to the present number of days in schools because the janitorial staff need time to clean up before schools start in the fall.

In addition to the information collected in the interaction groups, a set of questionnaires (one form for administrators and one form for instructional staff) were completed. The analysis of the data from the instructional staff's questionnaire is presented below. (See appendix D)

Instructional Staff Evaluation of Migrant Education Programs

All 19 teachers who completed this evaluation felt that educational changes were "consistent enough to be educationally significant". The type of educational changes observed in students were wide-ranging. Table 1 summarizes those listed.

Table 1

Educational Changes In Students Observed By Staff

<u>Frequency</u>	<u>Observed Change</u>
12	Math
11	Reading skills
11	Language/verbal skills
7	Attitude toward school
6	Self-concept
5	Readiness-skills
3	Group skills/social independence
3	Following directions
3	Writing skills
2	Cultural enrichment (Phy.Ed.,art)
1	Attention span

Although several respondents felt that all benefits were educational, other instructional staff noted a variety of non-educational impacts. A summary of these can be seen in table 2.

Table 2

Non-Educational Impact Reported By Staff

<u>Frequency</u>	<u>Impact</u>
7	Social development
7	Positive attitude toward self
5	Health/nutrition
3	Knowledge of community
3	Creativity
2	Cultural enrichment
2	Recreation
2	Attitude toward school
1	Parent involvement
1	Transportation

Teachers were also asked if they would indicate any elements they felt would improve their program. Although most staff members were happy with their programs, several suggestions (see table 3) for program improvement were made.

Table 3

Recommended Changes For Future Programs

<u>Frequency</u>	<u>Recommended Changes</u>
7	More Phy.Ed. (track meets, swimming)
5	More instructional materials & supplies
5	More parent involvement (PAC, volunteers)
3	More pre-planning & teacher training
2	A bilingual report card
2	"Wellness training"
2	Spanish language instruction
2	Expanded program (operate longer)
2	More art and music

The evaluation questionnaire completed by administrative personnel (this group included recruiters, project directors, site coordinators, and secondary teachers) contained two parts. Administrators were asked to objectively rate six areas on the basis of clarity. In the second part of this evaluation administrators were asked to make comments about these areas. (See appendix E)

Evaluation of Migrant Education Programs
by Administrative Personnel (N=21)

1. Goals of State Migrant Program are:

Unknown to me <u>1</u>	Need some clarification <u>9</u>	Clear to me <u>11</u>
------------------------------	--	-----------------------------

Comment: The most frequent comment of those administrators for whom the goals were not completely clear was, "make the goals more specific and present them earlier in the program".

2. Responsibility of Administrative Personnel is:

Unknown to me <u>2</u>	Need some clarification <u>10</u>	Clear to me <u>9</u>
------------------------------	---	----------------------------

Comment: Most administrators felt this was sufficiently well defined. Two administrators thought that the role of state level administration needed some clarification.

3. Role of the Parent Advisory Council (PAC) is:

Unknown to me <u>0</u>	Need some clarification <u>13</u>	Clear to me <u>9</u>
------------------------------	---	----------------------------

Comment: Most administrators felt that the role of the PAC was clear or would become clear as a result of involvement with their PAC.

4. Curriculum objectives are:

Unknown to me <u>4</u>	Need some clarification <u>8</u>	Clear to me <u>9</u>
------------------------------	--	----------------------------

Comment: Most administrators felt that they understood the curriculum objectives but would like more specificity. A few administrators felt that a "list" of objectives should be included in the state plan.

5. Utilization of the MSRTS Form is:

Unknown
to me
2

Need some
clarification
14

Clear
to me
5

Comment: The most frequent comment made by the administrators was, "we need it sooner if we are going to use it". More inservice in the use of the MSRTS was stated as a need.

6. Function of State Evaluation Conference is:

Unknown
to me
0

Need some
clarification
5

Clear
to me
15

Comment: Several administrators felt that attendance at the evaluation conference should be mandatory for all staff.

Comments and Program Highlights

Title I-Migrant summer education services in the State of Wisconsin came to a successful conclusion on August 17th of 1979. As always, the crises and emergencies that developed at various sites were as predictable as the unpredictable and trying lives of the many migrant families that labor in the fields of Wisconsin. The dedication of the staff in responding to the unexpected changes in our school activities resulting from an increase or decrease in the migrant labor population was most admirable. The DPI is cognizant and appreciative of the hard work and dedication of all program participants.

During the first two months of 1979, the program administrator and a typist were conducting activities in preparation for the arrival of migratory children who would be participating in migrant education programs funded through Title I E.S.E.A. With much work to be done, it was a day to remember each time an individual joined the migrant education staff. Although we were late in getting all facets of the program administration and supervision fully operative, the abilities, dedication and hard work of the staff were able to improve on previous years' performances. Much of these accomplishments can be attributed to the team efforts of Frank N. Brown, Administrator; Daniel Costilla, Supervisor, David De Soto, Coordinator of recruitment; Jeanne Meyer, Teletype operator and MSRTS coordinator; and Kathryn O'Connor, Typist.

This summer, the State of Wisconsin along with many other northern receiving States initiated the National Migrant Student Record Transfer System (MSRTS) Reading and Math (including mini-skills) Skills. As you all know the MSRTS Skills are designed to transfer academic information in a more complete, accurate and expedient manner. In order for this national network of communications to work positively for the children, all levels of administration and teachers are to support and promote this concept. A weak link along the chain of people involved in MSRTS may cause the entire system to suffer. I was encouraged to see so much interest and enthusiasm among the teaching staff who were making every effort to make the MSRTS work. Many teachers had utilized the skills workbook as a guide in an effort to concentrate on the various academic deficiencies of the children. The system is new and I am sure that many people in the field will be able to educate us in ways of better utilizing or improving the system. Please feel free to communicate your ideas to our office.

Mr. David De Soto has worked very closely with project recruiters and Jeanne Meyer, our teletype operator, in an effort to more efficiently disseminate information to and from the various sites. We are informed that, compared to past years, considerable improvement has resulted from his efforts. Some parts of the State Eligibility form will have to be changed in the future so that we are in compliance with federal documentation requirements. Recruiters' recommendations will be part of the planning of these changes.

Accurate documentation of recruitment efforts is, of course, the basis for program funding, and therefore, extremely important. Consequently, we are considering earlier employment of recruiters at the various sites for the summer 1980 programs. Our MSRTS enrollment count for the summer of 1979 has already exceeded the 1978 summer count of 1,860, even though the August 1-31 enrollment figures from Little Rock have not yet been computed. Mr. De Soto's attention to this area has resulted in more accurate documentation of eligible students in our office as well as an improved flow of MSRTS information.

The SEA will become more active in identifying and recruiting bilingual/bicultural teachers who can assist us in fulfilling the bilingual needs of children in our program. We encourage your efforts to assist us in this regard.

A language assessment of migrant children participating in our programs was administered this summer. Our office will share its findings with interested people as soon as it becomes available. Follow-up assessments of children's academic needs will be carried out by DPI.

DPI has cited February 1st on our official calendar of events as the application deadline for proposals from the various CESA's implementing summer programs. This should allow sufficient time for recruitment of interested and qualified staff. This does mean, however, that the state plan will be written at a much earlier date than last year. Consequently CESA administrators and site coordinators will be invited to participate in the drafting of the state plan in the fall of 1979.

In accordance with feedback from program coordinators and teachers at the summer 1979 evaluation meeting, the idea of a statewide in-service prior to the beginning of the summer projects was welcomed. At this time DPI is seriously considering the feasibility of implementing this in-service. The SEA is charged with the responsibility of providing all sites MSRTS in-service. As in-service training is very important and very time-consuming, it appears that this in-service can be done more efficiently at one site with all teachers, MSRTS record clerks, health providers, and recruiters present.

In closing, we want to thank all of you for your outstanding performance and effort in implementing summer educational opportunities for migrant children in our State.

Conference Participants

<u>Name</u>	<u>Position</u>	<u>District Represented</u>
Frank N. Brown	Title I, Administrator	DPI
Don Dimick	Deputy Admin., Mgt., Plng. & Fed. Assist.	DPI
Daniel Costilla	Title I Migrant Supervisor	DPI
David De Soto	Research Analyst	DPI
David Krueger	Title I Evaluator	DPI
Oscar Cruz	Title I Migrant Consultant	DPI
Milford Schwitz	Recruiter	CESA #13 - Montello
George Tanner	Site Coordinator	CESA #13 - Montello
Guido Ordonez	Teachers Aide	CESA #13 - Berlin
Jean Hofmann	Teacher	CESA #13 - Berlin
Dave Ziemann	Site Coordinator	CESA #13 - Berlin
Joe B. Rodriguez	Teacher	CESA #13 - South Beaver Dam
Kathleen Phillips	Administrator (CESA)	CESA #13
Anna Lee Shoemaker	Teacher	CESA #13 - South Beaver Dam
Ken Youra	Site Coordinator	CESA #13 - Cambria/Friesland
Mariza Smith	Teacher	CESA #13 - Tri-County
Ernie Gomez	Recruiter Aide	CESA #13 - Cambria/Friesland
Jerry Rogohn	Site Coordinator	CESA #13 - Tri-County
Joan Brunn	Teacher	CESA #13 - Tri-County
Rosa M. Gamez	Teacher	CESA #13 - South Beaver Dam
Judy Michel	Teacher	CESA #13 - Tri-County
Efrain Auzh	Parent	CESA #13 - Tri-County
Betty Louise Cortez	Site Coordinator	CESA #13 - South Beaver Dam
Kathleen Starks	Site Coordinator	CESA #13 - Marshall
Joan Frion	Parent	CESA #13 - Marshall
Jim Higgins	Site Coordinator	CESA #13 - Waupun
Rhody L. Grasamkee	Teacher	CESA #13 - Beaver Dam
Julie Sehmer	Food Service	CESA #13
Josie Ramon	Teacher	CESA #18 - Kenosha
Maureen Menor	Teacher	CESA #18 - Kenosha
Ruth Duesterhoeft	Site Coordinator	CESA #18 - Rome Center
Denise Zingg	Site Coordinator	CESA #18 - Kenosha
Ethelyn Millard	Teacher	CESA #18 - Rome Center
Mary Moran	Recruiter	CESA #18 - Rome Center
Jacklen Boyle	Clerk	CESA #18 - Kenosha
Bill Boyle	Site Coordinator	CESA #18
Delfina Cruz	Parent	CESA #18 - Rome Center
Dolores Martinez	Teachers Aide	CESA # 3 - Cedar Grove
Jane Herzog	Teacher	CESA # 3 - Cedar Grove
Wes Veldorst	Teacher	CESA # 3 - Cedar Grove
Ruben Grimaldo	Texas Migrant Council & Recruiter	CESA # 3 - Oconto
Joan Helbing	Teacher	CESA # 3 - Oconto
Linda Meyer	Teacher	CESA # 3 - Bear Creek
J. Bruce Bradley	Administrator	CESA # 3
Cyndy Galloway	Recruiter	CESA # 3
Carol Galloway	Day Care	CESA # 3 - Bear Creek-Proj. Bri.
Bill Morgan	Site Coordinator	CESA # 3
Esteban De La Tore	Teacher	CESA # 3
Douglas Blahnik	Site Coordinator	CESA # 3 - Sister Bay
Roberto Gutierrez	Recruiter	CESA # 3 - Sister Bay
Juan Cortez	Texas Migrant Council Administrator	TMC - Wisconsin
Dorothy McLimans	Administrator (CESA)	Madison Metro Schools
Rosa Maria Alfaro		

APPENDIX C

PROJECT FINDINGS - BERLIN

Objective	Number of Students	Grade	Marked Improvement	Improvement	No Improvement	Insufficient Attendance
Gains in Early childhood skills	12	Pre-K	4	8		11 (includes the very young)
Gains in Early childhood skills	21	K		16		5
Gains in Math skills	25	1 / 2		14	8	3
Gains in Math skills	23	3 / 4	4	16		3
Gains in Math skills	16	5	5	7		4
Gains in Reading skills	25	1 / 2		14	8	3
Gains in Reading skills	23	3 / 4	7	8	5	3
Gains in Reading skills	16	5	1	11		4

APPENDIX D
PROJECT FINDINGS - MONTELLO

Stated Objective	Number of Students	Approximate Grade	Evaluation		
			Marked Improvement	Improvement	No Improvement
Psychomotor Skills	31	Pre-sch.+K.	7	20	4
Cognitive Skills	31	Pre-sch.+K.	3	24	4
Affective Skills	31	Pre-sch.+K.	7	20	4
Math Skills	66	1 - 6	15	51	0
Reading Skills	66	1 - 6	20	46	0
Communication Skills	97	Pre.- 6	30	52	15

Classroom teacher evaluations were used to determine the above figures.

APPENDIX E

PROJECT FINDINGS - TRI-COUNTY Secondary

READING

Stated Objective	Number of Students	Approximate Grade	Evaluation		
			Marked Improvement	Improvement	No Improvement
Exposure to various types of reading materials, practice oral & silent reading	45	4th	10	25	10

MATH

Stated Objective	Testing Instrument	Number of Students	Approximate Grade	Test Score (Means)		Gain	
				Pre-Test	Post-Test	Actual	Expected
Improving Math skills 88	Stanford Math Achievement	45	7th	6.89	7.87	.98	1.0 89

APPENDIX F
PROJECT FINDINGS - NORTH CAPE

Test: Peabody Picture Vocabulary Test

Number Pre-Tested: 15 Number Post-Tested: 15

<u>Grade</u>		<u>Kindergarten</u>				<u>First</u>	<u>First</u>	<u>First</u>	<u>Second</u>
Pre-Test	3.3	3.6	3.6	4.3	6.3	6.3	4.11	6.8	
Post-Test	<u>7.5</u>	<u>4.7</u>	<u>4.9</u>	<u>5.1</u>	<u>7.10</u>	<u>7.0</u>	<u>4.7</u>	<u>8.6</u>	
Gain	4.2	1.1	1.3	.10	1.7	.9	-.4	1.10	

Years/Months

<u>Grade</u>	<u>Third</u>	<u>Third</u>	<u>Third</u>	<u>Third</u>	<u>Fourth</u>	<u>Fourth</u>	<u>Sixth</u>
Pre-Test	8.3	9.8	10.2	6.1	8.1	9.5	9.2
Post-Test	<u>7.0</u>	<u>11.3</u>	<u>10.4</u>	<u>6.10</u>	<u>9.4</u>	<u>10.7</u>	<u>8.11</u>
Gain	-1.3	1.7	.2	.9	1.3	1.2	-.3

89-A



END-OF-PROJECT EVALUATION REPORT

ESEA-Title I Migrant Education

Fiscal Year 1979

IDENTIFICATION

Project Name _____ Project # _____

Contact Person _____ Address _____ Phone _____

Project beginning and ending dates: From _____ to _____
Month / Day / Year Month / Day / Year

Location of Project Activities:

Site of Project Activities	City of Township of Site	Time	
		Day	Evening

A. PROGRAM IMPLEMENTATION
(See Instructions page 1)

1.0 CHILDREN SERVED BY PROJECT:

1.1 Currently Migratory Children Served _____ Age Range: From _____ yrs. to _____ yrs.

1.2 Formerly Migratory Children Served _____ Age Range: From _____ yrs. to _____ yrs.

1.3 Average Daily Attendance _____

1.4 Total Number Enrolled _____

2.0 COORDINATION WITH OTHER PROGRAMS:

This project was coordinated with:

- _____ The Texas Migrant Council Program in Wisconsin.
- _____ Another ESEA-Title I project not primarily designed for migrant children.
- _____ A church-sponsored program for migrant children.
- _____ Another privately sponsored program for migrant children.
- _____ Another state/federal sponsored program for migrant children.
- _____ The Texas Teacher Exchange Program.
- _____ Community Agency Programs.
- _____ State University Programs.
- _____ Other Program (specify) _____

Use this space to comment on the success of your efforts to coordinate activities with other programs designed for migrant children/families.

3.0 PRE-SERVICE, INSERVICE AND POST SERVICE TRAINING:

3.1 Number of persons who received special training for this project _____
Professional _____ Para-Professional _____ Other _____

3.2 Total length (hours) of training provided _____
Professional _____ Para-Professional _____ Other _____

3.3 Topics covered in training:

_____ Use of materials and equipment	_____ Migrant Record System
_____ Staff Roles	_____ Evaluation Procedures
_____ Teaching techniques/lesson plans	_____ Coordination/Other Programs
_____ Supportive Services	_____ Cultural Awareness
_____ Curriculum	_____ Testing
_____ Parent Involvement	_____ Other (specify) _____

4.0 PARENT INVOLVEMENT:

4.1 How were the parents of migrant children involved in this project?
(Check were applicable)

_____ Visited the project	_____ Were visited by a project teacher
_____ Served as paid staff	_____ Were visited by a project nurse
_____ Served as volunteer staff	_____ Talked to a project recruiter
_____ Received written material describing the project	_____ Other (specify) _____

4.1 Check the reason(s) for visitation(s).

_____ Enrollment	_____ Attendance
_____ Field Trip Permission	_____ Program Input
_____ Health	_____ Other (specify) _____
_____ Academic	

5.0 STAFFING PATTERN:

5.1 Full-Time Equivalency of Staff Employed

Position	FTE Employees
Teachers	
Aides	
Recruiters/Attendance Workers	
Health Personnel	
Custodians/Janitors	
Food Service Workers	
Social Workers/Guidance/Psychology	
Administrators	
Supervisors	
Other Staff	

5.2 Bilingual and/or Bicultural Staff Employed

	Teachers	Aides
Bilingual		
Bilingual/Bicultural		

5.3 Teacher/Pupil Ratio 1 :6.0 DESCRIPTION OF PROJECT ACTIVITIES:

6.1 Number of Students Receiving Title I Services

Service		Service	
INSTRUCTIONAL SERVICES	Number	SUPPORTIVE SERVICES	Number
English as a Second Lang. or Bilingual Ed.		Health/Nutrition	
Reading and/or Other Lang. Arts		Social Work/Guidance/ Attendance/Psychology	
Mathematics		Transportation	
Vocational and/or Career Ed.		All Other Support Services	
Art and/or Music			
Physical Education			
Pre-School Education			
All Other Instruction			

B. EVALUATION OF PROGRAM OPERATION

(See Instructions page 3)

Factor of Program Operation	Very Satisfied	Moderately Satisfied	Slightly Satisfied	Not Satisfied	Don't Know
1. Student recruitment	☐	☐	☐	☐	☐
2. Parent involvement	☐	☐	☐	☐	☐
3. Staff training	☐	☐	☐	☐	☐
4. Student needs assessment	☐	☐	☐	☐	☐
5. Program objectives	☐	☐	☐	☐	☐
6. Equipment/materials	☐	☐	☐	☐	☐
7. Evaluation procedures	☐	☐	☐	☐	☐
8. Facilities	☐	☐	☐	☐	☐
9. Health Services	☐	☐	☐	☐	☐
10. Food Services	☐	☒	☐	☐	☐
11. Instructional Services	☐	☐	☐	☐	☐

C. EVALUATION OF PROGRAM IMPACT
(See Instructions page 4)

1.0 IMPACT OF SUPPORTIVE SERVICES:

2.0 IMPACT OF INSTRUCTIONAL SERVICES:

Signature of Person Completing This Report: _____

Name

Date



END-OF-PROJECT EVALUATION
MIGRANT PROGRAM, E.S.E.A., TITLE I

Project Name _____	Project Number _____
Contact Person _____	Address _____
Phone Number _____	
Migrant Classes began _____	ended _____

I. Children Served

A. Number of Students Served: Boys ____ Girls ____ Total ____

B. Approximate grade levels and number of pupils served in each:

1. Pre-kindergarten _____	8. Sixth _____
2. Kindergarten _____	9. Seventh _____
3. First _____	10. Eighth _____
4. Second _____	11. Ninth _____
5. Third _____	12. Senior High _____
6. Fourth _____	13. Ungraded _____
7. Fifth _____	14. Other _____

C. Average daily attendance of students served: _____
Age Range: From ____ yrs. to ____ yrs.

D. Number of Students actually served by migrant status:

Status	Pre-kindergarten	Kindergarten	Elementary	Secondary	Unclassified	Total
Intrastate						
Interstate						
Formerly Migratory						

E. Indicate type of program by school term: ☐ Academic Year ☐ Summer

F. Indicate the number of students receiving Title I services (duplicated count).

Direct Educational Services	Number
Mathematics	_____
Reading	_____
Oral Language Skills	_____
Fine Arts	_____
Physical Education	_____
Survival Skills	_____
Vocational or Career Ed.	_____
Early Childhood Education	_____
Other Instructional Services (Specify)	_____

Supportive Services	Number
Health and Nutrition	_____
Attendance, Social Work, Guidance, Psychology	_____
Transportation	_____
All Other Supportive Services (Specify)	_____

- G. If the estimated number of migrant children to be served as per your application was not met, indicate the reason for the lack in full participation.

II. Outstanding Projects (Those projects effective in realizing objectives and would prove valuable as models for other states.)

- A. Describe outstanding projects or activities that include new approaches in educating migrant children. (One criterion for selecting an outstanding project might be its merit for dissemination to other educational agencies with similar characteristics.)

III. Grade Placement

- A. Indicate procedure used to evaluate migrant children for grade placement (i.e., age, achievement, tests, teacher opinion, previous grade, MSRTS, etc.).

IV. Teacher - Pupil Ratio

- A. What was the teacher to pupil ratio in your program?

B. What was the combined teacher/aide to pupil ratio in your program?

V. Coordination With Other Programs

A. Describe other assistance that directly serve the same migrant population as in your program (Federal, State, local, private-supported programs).

Indicate Coordination with:

- ☐ The Texas Migrant Council Program in Wisconsin.
- ☐ Another ESEA Title I project not primarily designed for migrant children. (Specify)
- ☐ A church-sponsored program for migrant children.
- ☐ A privately sponsored program for migrant children. (Specify)
- ☐ Another State sponsored program.
- ☐ Another Federal program.
- ☐ Community Agency programs.
- ☐ State University programs.
- ☐ Other programs.

B. What efforts have been made to establish coordination between these programs? What has been the outcome of the effort to coordinate?

- C. If you participated with other agencies in providing services to preschool children and/or adult migrants, what were the services, sources and amount of services expended?
- D. What gaps remain in the types of services provided for migrant children? What additional programs are needed to provide services to migrant children?

VI. Inservice Training

- A. Indicate the types of programs conducted in preservice, inservice and post-service staff training:

- | | |
|---|---|
| ☐ Use of Materials & Equipment | ☐ Migrant Student Record Transfer System |
| ☐ Staff Roles | ☐ Evaluation and Testing Procedures |
| ☐ Teaching Techniques/Lesson Plans | ☐ Coordination/Other Programs |
| ☐ Skills Training | ☐ Enrollment Form |
| ☐ Supportive Services | ☐ Cultural Awareness |
| ☐ Curriculum | ☐ Other (Specify) |
| ☐ Parent Involvement | |

- B. List the number of personnel attending each of the various workshops/conferences.

Teachers _____ Aides _____ Other (Specify) _____

C. Total hours of training provided.

Teachers _____(hrs.) Aides _____(hrs.) Other _____(hrs.)

D. Indicate the degree of interstate and intrastate planning involved in this service.

E. Indicate how curriculum materials from feeder States were utilized in your training and planning.

F. Did you participate in an interstate teacher exchange program? If so, which State(s) were involved?

VII. Private School Participation

A. Describe how private school children participated in the academic year program.

VIII. Dissemination

- A. Briefly describe the information dissemination techniques and distribution of materials for the purposes of program development content and evaluation.

IX. Community Involvement

- A. Did you have migrant parents participating in your program?

- B. Indicate the activities involved.

- ☐ Visited the project.
- ☐ Served as paid staff.
- ☐ Served as volunteer staff.
- ☐ Received written material describing the project.
- ☐ Were visited by a project teacher.
- ☐ Were visited by a project nurse.
- ☐ Talked to a project recruiter.
- ☐ Other (Specify)

- C. Indicate the reason(s) for the visitation(s).

- | | |
|---|--|
| ☐ Enrollment. | ☐ Attendance. |
| ☐ Field trip permission. | ☐ Program input. |
| ☐ Health. | ☐ Other (Specify) |
| ☐ Academic. | |

D. Indicate how parents were involved in the planning of these activities.

E. Indicate how volunteer help was utilized to meet the objectives of your program.

X. Program Effectiveness

A. For objectives which could be measured on the basis of pre-test and post-test data, please follow the following format: state each objective which was listed in your application and indicate whether it was met; give the exact number or percentage of students by grade level who met, as well as those who did not meet each objective; and if the objective was not met, give the reason. (Submit test results and indicate testing instrument.)

MODEL

Stated Objective	Testing Instrument	Number of Students	Approximate Grade	Test Score (Means)		Gain	
				Pre-Test	Post-Test	Actual	Expected
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮
					⋮		⋮

- B. For objectives which could not be measured on the basis of pre-test and post-test data, please use the following format: (1) state each objective or goal; (2) indicate the number of children by grade level who showed: (a) marked improvement; (b) improvement; and (c) no improvement for each objective; and (3) tell how successful you were in achieving your objectives and indicate the evidence which supports your ratings.

MODEL

Stated Objective	Number of Students	Approximate Grade	Evaluation		
			Marked Improvement	Improvement	No Improvement

- C. Indicate migrant programs that were conducted and met with little or no success. What are your recommendations for improvement?

XI. Special Areas

- A. Indicate the programs that were conducted in the Vocational Education and Handicapped areas. Were these new programs or were these supplemental to existing programs?

XII. Construction - Equipment

- A. If your application specified the purchase of equipment or construction, how was it used to meet the program objectives?

XIII. Supportive Services

- A. In planning your supportive services, how much intrastate and interstate planning was involved to insure proper follow-up services (i.e., health services)?

XIV. Program Integration

- A. Indicate how you integrated your migrant program with the regular school program.

XV. Staff Utilization

- A. Indicate staff paid from Migrant Funds. (This will be identical to the project proposal list unless substitutions were made.)

<u>Position</u>	<u>Full-time Equivalency (FTE)</u>
Administration	_____
Teaching Staff	_____
Teacher Aides	_____
Recruiters/Attendance Workers	_____
Health Personnel	_____
Custodians	_____
Food Service Workers	_____
Social Workers/Guidance/Psychology	_____
Supervisors	_____
Other Staff (specify)	_____

B. Indicate the number of Bilingual and Bicultural Staff Employed.

	<u>Bilingual Only</u>	<u>Bicultural Only</u>	<u>Both Bilingual/ Bicultural</u>
Teaching Staff	_____	_____	_____
Teacher Aides	_____	_____	_____

XVI. New Programs

A. Indicate new programs implemented and how local effort was maintained.

XVII. Program Critique

A. Indicate your evaluation of the program operation:

	<u>Very Satisfied</u>	<u>Slightly Satisfied</u>	<u>Not Satisfied</u>
1. Student Recruitment	☐	☐	☐
2. Parent Involvement	☐	☐	☐
3. Staff Training	☐	☐	☐
4. Student Needs Assessment	☐	☐	☐
5. Program Objectives	☐	☐	☐
6. Equipment/Materials	☐	☐	☐
7. Evaluation Procedures	☐	☐	☐
8. Facilities	☐	☐	☐
9. Health Services	☐	☐	☐
10. Food Services	☐	☐	☐
11. Instructional Services	☐	☐	☐

- B. Give a general critique of the migrant program (include an evaluation of supportive and instructional services) and what changes you would recommend to improve the program.

- C. Give a specific critique of this End-of-Project Evaluation form including your recommended changes for improving this form.

Signature of Person Completing this Report: _____

Name

Date